

# The BUSINESS EDUCATION World

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VOL. XX  
NO. 10  
\$2 a Year

JUNE  
1940

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TO IMPROVE PROFESSIONALLY



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# *The* **BUSINESS** **EDUCATION** *World*

VOL. XX

JUNE, 1940

No. 10

## A Course in Personal Development

RHODA TRACY

[AUTHOR'S NOTE—This course in personal development has been required of all women students at Metropolitan School of Business, the graduate business department of Metropolitan High School, Los Angeles, since September, 1938.]

**P**ERHAPS nowhere in the educational field is the need for stressing behavior as great as in business education. The office must be a pleasant place in which to spend the greater part of one's day, and the degree of harmony maintained is dependent upon the human beings in the office, their ability to get along with one another, and the absence of disturbing personality clashes.

The primary purpose of business education on the post-high-school level is to train for vocational proficiency. Vocational proficiency, however, must be supplemented by certain very definite personality characteristics of which the student should be made aware. Opportunities to develop these characteristics should be provided if business education is to meet its obligation.

*All Experience Contributes to Personality.* Personality is a convenient term by which to describe the total behavior of a person. Personality traits or characteristics, such as loyalty, adaptability, courtesy, etc., are certain tendencies toward behavior that result from activities within the environment.

Just how or when personality development takes place is difficult to determine. Personality formation is discovered after it is an accomplished fact, and contributing factors are virtually impossible to isolate.

The school can do a great deal toward building well-balanced personalities by providing a suitable environment and by presenting to the students constant opportunities to cultivate desirable habits and attitudes. Equally important, however, is the knowledge on the part of the student that desirable personality characteristics can be acquired; that they are not lucky possessions of certain favored people. Motivated by this knowledge, the student can, through a process of self-analysis and setting of personality goals, grow into a socially acceptable human being.

*Specific Training in Personal Development.* Training in personal development can be given students through correlation with other subjects in the business department curriculum, and it is through this agency that such training has been offered up to the present time. Lately, however, distinct

personality courses have been introduced into schools and colleges in an endeavor to give proper emphasis to this phase of education. The plan here presented is intended for such a course. While the course was designed as a requirement for women students only, it could readily be adapted for presentation to men students as well.

### *Purposes of the Course*

1. Stimulation within the student of the desire to develop those traits of character and personality that are an essential part of success in business.

2. Emphasis on the necessity for good health, attractive appearance, and constructive work habits when employed.

3. Practical instruction in the care of the body, appropriate dress, business manners, oral expression, and job-finding techniques.

### *Underlying Philosophy of the Course*

1. That personality is modifiable.

2. That an understanding of human nature is basic to the ability to get along with others.

3. That conscious development begins with self-analysis and must be followed by the setting of definite goals of achievement.

4. That personal development need not be a passive process, but may be obtained by constant activity aimed toward the acquisition of the desired habit or attitude.

5. That the instructor-student relationship should be personal and confidential.

### *Topics to Be Presented*

#### ANALYSIS OF PERSONAL HISTORY AND SETTING OF IMPROVEMENT GOALS

Employment officials agree in saying that the majority of the failures among business employees are due to the employees' inability to "get along with others." In the author's opinion, there is no better way to learn how to get along with others than to acquire an understanding of human nature; and an excellent way to get this understanding is to get acquainted with one's self. A self-analysis blank is recommended for this purpose, covering in detail the following:

1. Study of family history and early home environment.

◆ *About Rhoda Tracy:*  
Instructor, Metropolitan High School, Los Angeles. B.E., University of California at Los Angeles; master's degree, University of Southern California. Particularly interested in the Vocational Guidance Association of Southern California and the Southern California Commercial Teachers Association. Hobbies: badminton, motoring, music.



2. Analysis of contributions of educational training to present cultural status.

3. Influence of financial conditions on personal history and personality.

4. Study of condition of health.

5. Analysis of social adjustment.

6. Analysis of personality characteristics.

7. Setting of goals to develop an improved personality.

*Suggested Teaching Techniques.* Each student receives a self-analysis blank at the first or second meeting of the class. The instructor introduces the subject of the importance of such a self-analysis by a brief discussion of the psychology of personality, emphasizing its integrating aspects and the possibility of its modification. The students fill out the blanks simultaneously, item by item, or section by section, as the instructor desires. The discussion of each item by itself, however, presents an excellent opportunity to disclose many points of importance that might be lost in the discussion of a section as a whole. As the student comes to each item, she asks herself, "What has this contributed to my character and personality as it is today?" The students are invited to participate in the discussion, and in this manner clarify their own thinking and contribute to the interest of the class.

Students are encouraged to supplement the class discussions with outside reading from books of their own choice or of those taken from the suggested reading lists made available by the instructor.

Typical questions that students will raise are: Where can I find a suitable, constructive hobby to cultivate? Where can I find



an organization to join in order to get group-activity experience, and how may I become a member of that organization? What is a good formula for making friends and keeping them? How can I develop the art of conversation? What is the secret of self-confidence?

#### STUDY OF VOICE, DICTION, AND ORAL EXPRESSION

1. Cultivation of pleasing tonal quality.
2. Practice of correct pronunciation and enunciation.
3. Elimination of offensive mannerisms in speech.

A well-modulated, pleasing voice is traditionally a mark of refinement and culture. It is such an important part of personality—that is, it is so important in the interrelationships of people—that the good impression an applicant has created, for example, by personal appearance, excellent training and experience evidenced by application blanks and references, superior ability as shown in employment tests, may be entirely overshadowed by poor tonal quality and ineffective manner of speaking when the applicant starts to talk. Training in oral expression is therefore very important to the student preparing for business employment.

Voice training consists in (1) developing adequate and controlled breathing for initiating the tone; (2) relaxation of throat and jaw to permit free and unhampered swing of the vocal cords; (3) learning to place the tone so that resonance may be used most advantageously; (4) cultivating flexibility in the lips and tongue for proper articulation.

This training is supplemented by a study of good diction and effective means of oral expression.

*Suggested Teaching Techniques.* Beginning with the second meeting of class, four or five students are given the opportunity to address the class in one-minute talks on a topic of their own choice. They are criticized by the instructor and the members of the class on four points: (1) tonal quality; (2) correctness of diction; (3) speech mannerisms; (4) posture or poise. The instructor may make notes regarding each student and

discuss peculiar speech problems individually during a subsequent personal interview.

Each day the instructor assigns voice exercises according to a previously made plan, or suggests exercises suited to the problems that arise during the day's talks.

#### IMPROVEMENT OF PHYSICAL HEALTH

1. Choosing a healthful diet.
2. Getting sufficient restful sleep.
3. Establishing habits of cleanliness.
4. Care of hair, skin, and hands.
5. Use of cosmetics.
6. Establishing good posture habits.

Adequate vitality and energy to carry on one's work efficiently are primary requisites for successful office experience. Sources of these elements are food and sleep, accompanied by habits of cleanliness.

The condition of the hair, skin, and fingernails is very definitely related to one's health status; but each calls for external care also. Students need guidance in the choice and use of toiletries and cosmetics.

*Suggested Teaching Techniques.* Nearly everyone today is familiar with rules of diet, but it is necessary to guard against freak practices. A brief discussion of food properties and balanced menus is recommended. Students should be warned against unwise reducing diets, and the necessity of a good breakfast and a wholesome lunch while on the job should be understood.

The instructor can place in the hands of the students copies of calorie charts and vitamin charts, and make available good books on diet and health.

The proper use of cosmetics can be demonstrated, using the students as models. Use of make-up charts is recommended.

#### STUDY OF BUSINESS DRESS

1. Type of clothes suitable for business.
2. Choosing becoming attire.
3. Good taste in style and line.
4. Appropriate accessories and jewelry.
5. Keeping within a budget.

Dress is perhaps the most interesting topic to students, and while it is an important part of good appearance, care must be taken against giving it too much emphasis. Appropriate office attire is conservative, and simplicity is the keynote. When choosing

clothes, one has to consider material, color, style, line, and appropriateness to the person and to the occasion. The discussion of this topic naturally leads to the consideration of keeping within a budget.

*Suggested Teaching Techniques.* Each student is given the opportunity to stand before the class and receive criticism of her clothes, make-up, hair style, and posture. A schedule is made ahead of time so that students may be prepared for this appearance. They are given a chance to criticize themselves first and then receive the criticism and suggestions of the class.

The students appear in one of three ways: (1) dressed so that they could go out immediately to apply for a job; (2) dressed correctly for an employment interview, with perhaps one or two items out of line—purse, gloves, or hat missing or coat or shoes of wrong color, etc.; (3) dressed in whatever clothes they happen to have, with several items incorrect.

The problem of budgeting is introduced with the discussion of clothes. As each article of apparel is mentioned, a minimum price that would allow for quality and durability is set by the class. When the discussion of clothes is completed, a comprehensive budget on an income of \$65 is set up.

#### STUDY OF BUSINESS MANNERS

1. Relations with other employees.
2. Relations with employer.
3. Relations with the public.

In the study of business etiquette, it is necessary to keep one thought in mind: that considerateness of others is the basis of good manners in any situation. There is an important difference between social etiquette and business etiquette. Socially, women can demand certain courtesies from men; but in the business world a woman is an employee first and gives service according to her position.

Different office positions require different points of emphasis regarding appropriate manners. For that reason, it is well to study this topic in its relation to specific office positions, keeping in mind the three-point outline mentioned above.

*Suggested Teaching Techniques.* Students are quite able to enter into the discussion of the topic of business manners, drawing upon their experience as outsiders dealing with office employees. Some are able to speak from experience within an office. To keep the discussion under control, students are asked to write in their notebooks their own answers to the questions that follow as they relate to the job for which each is preparing. (Some of the questions call for discussion before the writing; others are better answered first and then discussed.)

1. What skills are essential for success on the job?
2. What are the health requirements?
3. How important is the possession of a good voice and manner of speaking?
4. How close are the contacts between employer and employee? What personality factors are involved?
5. How close are the contacts with other employees? What personality factors are involved?
6. How close are the contacts with the public? What personality factors are involved?
7. How should one dress in this particular situation?
8. In which of these requirements are you lacking?

#### SEEKING EMPLOYMENT

1. Planning a "campaign."
2. Preparing for the interview.
3. Behavior during the interview.

The planning of the "campaign" to get a job should begin early in the student's training period. She should become thoroughly familiar with the various agencies through which contacts are obtained. The campaign should provide for several methods of "attack." The final draft of application letters should be the result of much thought and labor.

The student would be relieved of much of the worry and would know how to avoid possible pitfalls if she were well acquainted with what is expected of her during an employment interview. While this aspect of the student's training is touched upon in the skill courses taken, repetition within this course gives an opportunity to apply what has been learned regarding personal behavior.

*Suggested Teaching Techniques.* The students are given an opportunity to fill out

actual application blanks. All possible questions that might appear on other application blanks are discussed.

The instructor may outline step by step a typical job-finding campaign, and then allow time for open discussion, followed by individual planning by the students of their own campaigns.

The students may dramatize several types of employment interviews.

### **General Suggestions**

*Size of Class.* This course is designed primarily for girls, and lends itself best to a group of 25 or 30. A group of 50 or more makes general discussion difficult, and the benefits from student participation in the discussion are lost. A lecture course with larger groups is possible, of course.

*Personal Interviews with Students.* Each student is given the opportunity to have a half-hour interview with the instructor at some time during the course. There should be no hurry or atmosphere of being rushed. A skillful interviewer can cover a great deal of ground within the time allotted.

The personal interview is the most valuable part of the course if handled correctly. The instructor has to be very tactful and exceedingly careful in the conduct of the interview, but this personal touch gives strength to class proceedings.

The instructor has available during the interview the self-analysis blank filled out by the student in class, scores on any tests given, and the notations made at various times on student record blanks. Sympathy and guarded frankness are the chief characteristics of a successful interview.

*Standardized Personality Tests.* At various times during the course, the students will enjoy rating themselves by charts and scales published in magazines and other publications. They should be given an opportunity at least once of taking a standardized personality test, although the validity of such tests may be questioned. The results of these tests can be freely discussed with students of post-high-school age provided the way is paved with an understanding of the purpose and significance of such tests. If the student wishes help in inter-

preting the results, the instructor is given an excellent opening for guidance of the student. Of the personality tests available only two will be mentioned here: *The Adjustment Inventory*, by Hugh M. Bell, and *The Personality Inventory*, by R. G. Bernreuter. Both tests are published by the Stanford University Press.

*Use of Bulletin Boards.* Pictures, graphs, posters, and clippings are all effective in accentuating points of importance. One caution: the board displays must be changed frequently if they are to attract attention.

*Circulating Library.* Many good books are available on the various topics discussed during this course—yet students are prone to postpone reading. An excellent method to stimulate reading is to have in the classroom a library of ten or twenty books, which the students may take out one at a time for one or two days. A student librarian can relieve the instructor of any burden in this connection.

*Outside Speakers.* As a complement to each section of the course, an outside speaker may be invited to summarize the important aspects of the subject. Although the speaker may say again what has already been brought out in lecture and class discussion, yet the freshness of presentation makes an impression on the students.

DEAN W. KUYKENDALL accepted an appointment to the teaching staff of Michigan State College, East Lansing, this spring, resigning his position at Iowa State Teachers College, Cedar Falls. During the coming summer, he will teach part time at Penn State and continue his graduate study there.



Mr. Kuykendall holds degrees from the University of Nebraska and the University of Texas. He has taught in the high schools of Lincoln, Nebraska, and Fort Worth, Texas, and at Texas Christian University, University of Alabama, University of Texas, and the Fort Worth Evening College. He is a former state typing champion and court reporter.

## Peeved? or Gratified?

(A reprint from Frederick Nichols' page in the April Journal of Business Education)

**T**HIRTY years ago, the National Commercial Teachers Federation met in Pittsburgh, and had its picture taken. I was in that picture.

Last December this same association met in Pittsburgh, and had its picture taken. I was in that picture too.

In the *Business Education World* for February, 1940, those two pictures were published with 26 old-timers identified by the editor with numbers printed on their dinner coats. But I was overlooked, even if I was one of three or four who were at both meetings.

At first I was peeved at thus being omitted. Didn't the editor think that I rated some notice? Or, is the editor too young to know how I looked thirty years ago and thus failed to spot me? Or did he assume that since I have changed so little all will recognize me in both pictures? I like to think this latter explanation accounts for the omission. I believe it does. And in support of this theory I offer

the following evidence. In the older picture look at John Gregg (numbered 5 for identification); and at Robert Grant (21); would you have spotted either without the numbering?

Of course all the others spotted for you were absent from the 1939 picture—the great majority of them have passed on to their last reward and were known personally only by us oldsters.

Now glance over the ancient picture and quickly spot me—I know you can do it as I have changed but little. Then turn to the 1939 picture and you will see what I mean. Then write the editor of the *World*—as he requests—suggesting that he needs glasses since anyone with normal eyesight should have spotted the similarity of the two pictures, the only difference between which is a slight widening of the part of the hair. I'll give you this much help. I parted my hair in the middle then, as now.



THIRTY YEARS AGO



TODAY

**T**HE B.E.W. thinks that the best way to answer the questions raised by Fred Nichols in his comments regarding his Federation photograph thirty years ago and his photograph today is to publish the two pictures side by side.

Friend Nichols invites our readers to write the editor of the B.E.W., suggesting that we need "glasses since anyone with normal eyesight should have spotted the similarity of the two pictures."

Of course, we agree with him without any reservations whatever, so are not in-

dicating which head of parted hair was his thirty years ago. Still, it would be interesting to know how many of our readers can spot the similarity.

We are sure that, while he was uncertain as to whether he was peeved or gratified because of the omission in our February issue, Mr. Nichols will be highly gratified with the up-to-dateness of our editorial methodology as evidenced by our utilization of visualization to implement the remedial implications contained in his closing comment. Voila!—C. B.



# Our Five-Year Student Follow-up Plan

MARGARET CROOKS



ANYONE contemplating a departmental follow-up, such as the one described in the May issue of the B.E.W., will be interested in a brief outline of the clerical duties involved. We have found this particular office activity a splendid one in which to use student help.

The premailing duties include making up the current year's mailing list and address cards, mimeographing questionnaire blanks and letters, and addressing and stuffing envelopes. The postmailing clerical duties include posting the returned blanks to proper address cards and to activities cards in front of students' individual filing folders, coding questionnaire blanks for reference use on the report sheet, posting returns to the report sheet, and filing questionnaires in individual folders.

The report sheet is a mimeographed form, 8½ by 14 inches, to which we post the information from the accumulated returned reports. This form, partially filled in, is shown on pages 848-849. Our follow-up report now contains thirty-one pages. It is kept according to color groups so that any statistical studies we may wish to make can be based on the number of years the students have been working.

Briefly, we have obtained the following help and information from our follow-up report:

1. It maintains a contact with former students and brings about additional placements. (These young people advance to positions of authority, and often we deal with our former students in making subsequent placements.)

2. It enables us to assist firms in obtaining experienced people for responsible jobs. (Our policy, however, is not to move anyone unless the firm he is with gives consent; but we frequently

are able to move a capable young man or young woman from a "blind-alley" job to a position where there is opportunity for advancement.)

3. It enables us to assist former students who may become unemployed.

4. It helps us, as a department and as a school, to determine the success of our training program. This is especially true of the report from students who have not finished their training and met our departmental placement requirements.

5. It keeps the school in close touch with current salaries for different kinds of work.

6. It keeps the department in touch with difficulties young workers encounter in starting on a job. (An example of the effect this can have is shown by the fact that our present P.B.X. and telephone-instruction course is a direct result of follow-up reports. Difficulty with the telephone was mentioned more than any other single item on the follow-up reports of two or three years, so we started a course to help overcome this difficulty.)

7. It is an excellent source of information for counseling. Space is provided on the questionnaire<sup>1</sup> for statements on any further education being taken or being contemplated. We refer to these statements many times in talking with students who desire to drop school before training is completed and in advising new employees.

8. Another splendid source of counseling data is the suggestions of course changes that would be made if the student had an opportunity to take school work over again. For example, practically 100 per cent of the returns reveal a need for more English or public speaking. What better proof does a student in school need that certain subjects are fundamentally necessary for success on the job?

9. Still another valuable feature of a follow-up is the statistical information that can be obtained. Recently, one of the large public utilities of Southern California made a study of our follow-up report to assist them in determining proper wage scales for clerical activities. (Incidentally, the statistics from a follow-up report make splendid project material for a class studying charts and graphs.)

<sup>1</sup> See page 746, *Business Education World*, May, 1940.



No.	Sex	Position	Type of business	Marital status	Out of work	In school
WB16*	M	Delivery Salesman	Bottled Water	M	No	No
WB17	F	Secretary	School	S	No	No
WC 1	F	Saleswoman	Retail Store	S	No	Yes
WC2	F	Clerical-Typist	Tire Manufacturer	S	No	No
WC 3	F	Secretary	Citrus By-Products	S	No	No
WC 4	F	Housewife	At home	M	No	No

\* In order to avoid the use of proper names on this report, which has wide circulation, each person is given a code number. The first letter refers to the color of card, the second letter to the alphabetical sequence, and the remainder to the number assigned.

10. Finally, the follow-up report is a source of information to teachers in the department who wish material for talks with students in our own high school or in other high schools from which we draw students.

Perhaps the most satisfying result of all those mentioned is the contact with former students that a follow-up maintains. Such contact makes the students feel welcome to come back at any time to talk over their problems, achievements, and plans with us.

Here are a few quotations from returned reports. They are of interest to us and we hope they will be to others.

The following quotations and statements are taken from the 1938-1939 follow-up report in answer to the request for information regarding probable course changes that would be made if the opportunity should come to take school work over again:

A young man employed as an assistant manager in a service station for two years said, "I would take more merchandising courses, and would study more."

Another young man, employed as a salesman in a service station, said he would take more public speaking, English, psychology, biology, and salesmanship.

Still another young man, a clerk in a retail store, said: "I would take part in more extra-

curricular activities." (Evidently he lacked ability to meet people easily and felt that this contact would have helped him in this respect.)

A secretary in a school office reported that she would take shorthand more seriously if she were able to do her work over again.

A young man, a laborer in a packing house, said that he would study *harder*.

A young man bookkeeper in a bank said, "I would take more English, speech, and law. I would not take so much bookkeeping."

A young woman, a telephone operator, said she would take more telephone work and shorthand.

A young man working as a drill operator in an aircraft factory said he would try to get better grades.

An unemployed young man, who evidently had not taken a definite training in any field, said, "I would take a course that would give me a broadening of the English language, along with psychology; then I would take up business training or some other specific training."

A young woman working as an operator in a telegraph office said she wished she might have had vocational guidance when in high school.

A young man, a clerk in a retail store, said that he would take welding, aircraft, banking—and plenty of business training.

A young man who is a bookkeeper, and who told us that he had found that bookkeeping was not as cut and dried as he had believed it would be, said: "I would take shorthand and at least two years of typing; public speaking and dramatics would help."

to al	Beginning salary	Length time worked	Present salary	Initial work difficulties	Suggested course changes
	\$20 wk.	4 mos.	\$27 wk.	.....	More salesmanship.
	60	6 mos.	60	None	.....
	16 wk.	7 mos.	3.20 da.	.....	None (working on Satur- day and taking art course five days a week.)
	75	2½ wks.	20 wk.	Long distance calls, billing machine, freight bills, and freight problems.	Switchboard instead of bookkeeping.
	65	6 mos.	70	.....	None.
	†.25 hr.	....	†.40 hr.	.....	Spanish instead of Latin. Business course in high school.

Salary before marriage.

A great majority of the former students reported that they would take more English and public speaking if they could go to school again. A very large number stated that they would take more business training in high school as well as in junior college.

The following quotations and statements are taken from 1938-1939 follow-up report:

A young woman doing bookkeeping for an automobile dealer said, "I don't think enough time was spent in ordinary problems of bookkeeping. Too much time was spent on the unusual things that seldom happen in ordinary business."

A young man employed as a typist for an automobile manufacturer said, "I needed filing, gelatin duplicating, and practice in reading back type-written material."

A young woman who had been working, but who was temporarily out of employment at the time of the follow-up, said, "I found a problem in using the telephone and in meeting people, and I didn't know enough about postal information."

A young woman who is working as a hair-dresser in a beauty shop told us that she had found a need for a better sales approach and sales talk in her work.

Another young woman, secretary to the Chamber of Commerce secretary in a good-sized town, said, "I found need for a course in human geography—a study of people in connection with particular surroundings."

A young man employed as a clerk in a grocery store had found it difficult to take orders over the telephone.

A young woman, a stenographer in a bank, had

had difficulty with the telephone, because, as she expressed it, "I didn't know what to say."

One of our former students, a young man, who had started a business of his own, reported that he had had difficulty with the problems of starting a business. He didn't know where to go for information about licenses, regulations affecting the kind of business he wished to start, general organization, and so forth.

A young man working as a typist and machine operator for an automobile assembly plant said, "I needed more work with figures on the typewriter."

One young man, who has been on the job for two and a half years as a bookkeeper, said, "I had trouble with spelling. And I had the impression that bookkeeping in business would be rather cut and dried and not as flexible as I found it to be."

A young woman, acting as a florist's assistant, reported that she had had difficulty in making out deposit slips and in writing checks.

DR. HARRY WOODBURN CHASE, chancellor of New York University, has announced the promotion of Dr. Helen Reynolds to an assistant professorship. Dr. Reynolds, who is secretary of the National Council of Business Education, was formerly associate professor of secretarial studies at Ohio University, Athens.

Announcement was also made of the promotion of Dr. Herbert A. Tonne, editor of the *Journal of Business Education*, from the rank of associate professor to that of professor of education.

Both Dr. Reynolds and Dr. Tonne are well known to the readers of the B.E.W.



# Pick Your Job and Land It!

## *Step 10. Make the Most of the Job You Land*

SIDNEY W. EDLUND<sup>1</sup>

EDITOR'S NOTE—The mail brings in interesting evidences that these articles by Mr. Edlund are being used to help our young people land the jobs they want.

Educators have asked Mr. Edlund's help in planning job clinics. Students have written him that whole classes are interested in starting groups.

For example, William J. Craig, executive director of the Boys Club of Upper Darby Township, Pennsylvania, wrote: "A group of boys between the ages of seventeen and twenty-one, all members of our club, are very much interested in the Man Marketing Clinic . . . They want to start some such plan for their own benefit because they are all out of employment."

Mr. Edlund sent them a manual showing how to organize and conduct Man Marketing Clinics; and we sent them copies of these articles, which served as a guide.

Mr. Craig later reported: "Out of fifteen boys who started with us a month ago, ten have already found employment and three of the remaining five have very good prospects for the near future. One of these boys had been out of high school for three years without being able to get regular employment. We have just started another group at our Oakview Branch."

TWO years ago I talked with Bob Stimson, who was doing clerical work in the office of a well-known manufacturing company. He was dissatisfied with his job because it was purely routine and no one in the department ever seemed to get ahead.

Bob was one of four clerks in the sales department. Every day all the salesmen sent in slips showing their calls for the day, together with their orders. Bob entered the calls on master sheets; recorded the orders and sent them on to the shipping department;

then filed everything neatly. It was also his job to get a weekly sales letter mimeographed and mailed to the salesmen, and to handle other clerical details.

The four clerks reported to the assistant sales manager. "That's another thing I don't like about the job," he said. "Sometimes the assistant sales manager and the sales manager are both on the road at the same time. The salesmen write in about an order that's wrong or they want authority to quote a special price, and there's no one to do anything about it. The weekly letter doesn't get out on time, and we four clerks get on one another's nerves, without anyone to tell us what to do."

"Have you too much to do?" I asked.

"Oh, no, that's not the trouble," Bob answered. "At certain times we are rushed and sometimes have to work a little overtime; but at other times we have plenty of free time. No, I can't complain about working too hard. But it's a dead-end job. One of the fellows has been doing the same thing for six years."

I asked Bob what purpose was served by the salesmen's reports that he tabulated and filed.

"I can't see much sense to them," he said. "I suppose they are intended to keep a check on the salesmen to be sure they keep on the job. But very seldom does anyone look at them. Sometimes if a man is getting shaky, they ask me to tabulate his calls."

"Have you ever made up a tabulation showing the average number of calls made by each salesman in a day or a week, and opposite that figure his average sales?"

<sup>1</sup> Author of *Pick Your Job—And Land It!* Prentice-Hall, Inc., New York City, 1939.

"No, I've never been asked for that. It would be a lot of work."

"If you went back over last year's records, yes. But if you start now and draw up a form on which to make your tabulation each day, I think you could easily do it in your spare time. And it may prove well worth while. In every firm I have served, we found a definite relationship between the number of calls and the amount of sales."

"That's only one illustration of how a little imagination can make those sales records of yours serve a useful purpose. Why not work out some such study in your spare time and then present it to your chief? He can hardly fail to be pleased with your initiative."

Bob thought he would try that. I also said that I thought he was capable of handling some of the correspondence with the salesmen, when the chief was away. Eventually he might even make a place for himself as head of a "Sales-Service" Division.

In these two years Bob has done just that. It is interesting to see how he did it. . . . One day he went to his chief with a batch of correspondence.

"Mr. Grier," he said, "I have been putting some thought on the problem of how to make myself more useful around here, and it seems to me I might be able to take some of the load of correspondence off your shoulders. It piles up pretty heavily when you're away. The salesmen don't get the prompt attention they need and you are snowed under when you get back."

"That's a good thought," said Mr. Grier, "but I wonder whether you can handle the problems of the salesmen."

So Bob said, "I had that same doubt, Mr. Grier. So I tried it out. When you were away on this last trip I answered all the mail, but of course I didn't mail my answers. I have clipped together here the letter, my answer, and the letter you wrote when you returned. Of course my answers don't compare with yours. But in all the cases in this first group, I have answered all the questions asked and have given the correct information, as it was needed."

Mr. Grier smiled as he thumbed over the letters. Bob continued, "In this second batch of letters are the ones I didn't attempt to answer—I just wrote the salesmen when they could expect to hear from you. This top one I thought important enough to wire you about."

"Say, I wish you had!" said Mr. Grier. "That delay may have cost us a good order."

Bob went on. "Now these four cases I slipped up on." Mr. Grier examined the four. "Yes, you slipped on these, but there's nothing very vital about the slips, and you'll learn. I think you've proved your point. What do you want to do about it?"

Bob explained his plan for a Sales-Service Division and was able to put it across. Bob's dead-end job has opened up. When he gets the Sales-Service Division well organized, he wants to get out on the firing line to get actual selling experience, for his eventual goal is now sales management.

Often, interest and imagination are all that is needed to change a seemingly dead-end job into a real opportunity. For example, many boys have asked my advice about how to get into sales work without any experience. I usually ask, "Haven't you had any summer jobs?" Sometimes the answer is "Nothing except helping in a grocery store." . . . Or, "Only clerking in the drugstore." . . . Or, "Well, one summer I helped with a house-to-house canvass to introduce so-and-so soap."

The boys often feel that these summer jobs are of no value to them in looking for a salesman's job. I will agree that their experience probably *is* of little value. But it *could be* of very real value.

In the grocery store or the drugstore, the boy has had a chance to see what the consumer buys, and why. He can see what effect advertising has on the demand for certain products. He can measure the relative sales of certain items when they are out on the counter or back on the shelves. He can learn just how far he can go with suggestive selling without antagonizing the customer. In short, he can learn many of the fundamentals of salesmanship.

In house-to-house canvassing he is face to face with the ultimate consumer. He can

note the effects of advertising and sampling.

What better foundation could one have for selling?

Most of us can find success in our jobs, if we will only floodlight them with interest. Study not only your own job but also the whole business. Try to catch a vision of the whole process and of where you fit in. Know your products and your advertising.

Be profit-conscious. It is an amazing fact that in many business firms the employees do not seem to realize that the firm's only reason for existence is to show a profit. To show a profit, it is usually necessary to serve customers well. I once overheard a remark made by a woman who was just leaving an old, conservative department store, "Do you know," she said to her companion, "in this store the clerks just *dare* you to buy anything."

If you have any contact with the public, make sure that everything you do helps to create good will. If it is your job to serve others in your firm—for example, as a file clerk, a telephone operator, an office boy—set for yourself an ideal of prompt and cheerful service.

If you have a part in improving methods in any department, cutting costs, fostering harmony in your office, increasing customer good will, increasing sales, keep your evidence. A job well done is the foundation of success. But, if you want others to help you build your future on it, you must let them know what a good foundation it is. Often your boss doesn't quite realize what a good job you have done. Sometimes even you don't realize how good your record is until you begin to study it.

Care and thought are often needed to enable you to bring out your value in a nice way, without seeming to brag. It is often wise to plan just how you will ask for a promotion so that an unwise word may not arouse antagonism.

A young man came to the Man Marketing Clinic with this problem. He was a clerk in the credit department of a large bank. He felt he was ready to be a credit investigator, but he didn't know how to approach the "Big Boss." We helped him work out this plan: First he planned to express his satis-

faction with the bank and with his immediate boss, and his interest in his work. He believed he had done a good job. At first there had been four clerks doing the same work, but he had figured out a short cut that released one of the clerks to work on something else.

Then he planned to say he had been studying how to make himself more valuable to the bank. He felt certain he could do a good job of credit investigating. Therefore he would appreciate it if the boss would investigate and see whether or not he would be justified in making the promotion.

In the event of a negative answer, the young man planned to ask what definite steps he could take to prepare himself for the job. But he didn't have to ask that, because he was promised the first vacancy.

In selling yourself in your present firm, the power of the written presentation is great. If you believe you have a good hunch for an improvement in method, put it on paper. If you want to suggest a prospect to the sales department, do it on paper. And keep your carbon. In some positions it is well to form the habit of making periodic written reports to your chief. Such reports will include specific results accomplished. No matter if the chief files your report in the wastebasket; you have the carbon as evidence of a job well done.

Miss Herndon had been coming to the Man Marketing Clinic to work up a job campaign. It wasn't long before she had her job—just the kind of job she had been hoping for. She was private secretary to the head of a medium-sized manufacturing concern. She was ecstatic.

In three months Miss Herndon was back at the Clinic. "What happened to the grand job?" we asked.

"Oh, I still have it," she said, "but I don't want it. That man doesn't want a private secretary! I'm only a stenographer, and not a very busy one at that. I've tried to get him to let me take over some of his less important work; to let me help with the preparation of mailing pieces. But he won't let me do anything except routine. I'll put the job campaign to work again."

We suggested that Miss Herndon show a



little more patience. The firm was a good one; the setup was ideal for her, if only she could convince the chief that she could be of real help to him. We suggested that she try to put across only one idea at a time, and that she present it properly.

She had studied the statistical reports that came to her employer's desk. She knew he did not have time to absorb the details because the reports came to him so frequently. She believed there were eight factors that were important enough to be presented concisely to him each morning; fourteen each week. In such a form, she believed, he could use the data more intelligently to guide the business. She worked this idea up into portfolio form and made an appointment with her chief to discuss it. Presented thus, its value was obvious, and she was given a chance to work it out. Very gradually she was able to introduce other ideas, until she finally broke down the resistance—and has exactly the job she wants.

In a study of mature men who make under \$5,000 a year and of an equal number

who make over \$5,000, the most frequent difference was found to be the quality of creative imagination. It is imagination that can show you how to make something of your job. If you have imagination, don't let it die from lack of use. Plan to give it a chance, as Miss Herndon did, both in your present job and in your plans for the future.

After you land your job—start building your job record. Keep evidences of achievement: a letter (or photostat) from a chief, a customer, or a fellow worker; copies of your reports; notations as to the scope of your work, number of people under you, a little account of a job you are proud of. It's surprising how memory fades. Keep your evidence.

If you are looking each day for evidence of a job well done, your attention will be focused on *doing* a good job that day. On that foundation you can build a successful career. With such a record and the proof of it, you will be as nearly depression-proof as one can be.

## Report of New England Business College Meeting

### *Hampton Beach, New Hampshire, May 31-June 1*



JOHN L. THOMAS



SANFORD L. FISHER



ELLIOT F. WOOD

THE spring meeting of the New England Business College Association was held at the Hotel Ashworth, Hampton Beach, New Hampshire, May 31 and June 1. The officers of the Association are:

*President:* John L. Thomas, Thomas Business College, Waterville, Maine.

*Vice-President:* Sanford L. Fisher, Fisher School, Boston, Massachusetts.

*Secretary-Treasurer:* Elliot F. Wood, Newport Secretarial School, Newport, Rhode Island.

*Executive Committee:* L. J. Egleston, Rutland Business College, Rutland, Vermont; Donald J. Post, Post College, Waterbury, Connecticut; C. Z. Swisher, Pequod Business School, Meriden, Connecticut.

A report of the convention will appear in the September issue of the B.E.W.

# What Kind of Commercial Teacher Am I Going to Be?

*Some Questions Asked of Teachers in Training by Lewis R. Toll, Assistant Professor of Commercial Education, Western Illinois State Teachers College, Macomb*

**A**S a student who has elected commercial teaching as my occupation, is my concept of the responsibilities of this vocation sufficiently broad? And if I do recognize all the requisites for a leader in this field, am I consciously directing my activities in the various directions that lead to a comprehensive understanding of the demands that business makes of its employees and of the consumers of its services and techniques?

Consideration of a few questions may serve to determine whether I am getting started in the spheres of activity that will lead toward a successful commercial-teaching career.

1. Am I going to be an expert in technical skills that I may be called upon to teach, such as typewriting, shorthand, bookkeeping, calculation, and penmanship, so that
  - a. I may know from experience through what stages of growth a learner must pass in order to reach vocational efficiency?
  - b. I may demonstrate these skills to my students, enabling them to use imitation as an effective learning device?
  - c. I may have the confidence and admiration of my students?
2. Am I going to have a well-rounded business background training, so that
  - a. I may be able to teach such subjects as commercial law, commercial geography, economics, general business training, and consumer education?
  - b. I may recognize the contributions that this kind of training may make toward increasing the fullness and effectiveness of every person's life?
  - c. I may aid the vocational student in building a background of business information and understanding that will assist him in obtaining promotion from initial clerical positions to executive positions?
3. Am I going to use every opportunity available to become intimately acquainted

with business through actual experience so that

- a. I may have firsthand knowledge of what is expected of the business employee?
  - b. My teaching will be dynamic, stimulating, and practical?
  - c. I may know how to obtain the co-operation of businessmen to help bring about a closer agreement between the educational offerings of the school and the needs of business employees?
4. Am I getting a comprehensive general education so that
    - a. I may have the varied interests and understandings necessary for an abundant life?
    - b. My philosophy of life as reflected in my teaching procedures will help to develop well-integrated personalities?
  5. Am I keeping informed on the best thought and procedures of educators regarding teaching methods, and am I determined to continue throughout my career to read the best professional literature and attend institutes and other professional meetings so that my teaching will reflect the most efficient and progressive of current practices?
  6. Am I developing a strong, pleasing, and well-integrated personality so that

- a. My students will be able and willing to grow in personality and character under my leadership?
- b. My co-workers and others with whom I come in contact will enjoy their association with me?
- c. I may be effective in putting my desires and convictions into execution?

The significance of the various continuous paths of preparation suggested by these questions may be fully realized when one considers that minds or personalities will give out nothing they do not take in; an artist must see the beauty of a sunset before he can paint that sunset for others.

# Start Right if You Want to Typewrite

HELEN SOUTHWICK

MUCH of the discouragement attending a beginner's early efforts on the typewriter is totally unnecessary. Good technique should be virtually established at the end of the second or third lesson, and progress thereafter should be steady and fairly rapid. Two private sittings with a beginning typist are worth many hours of belated instructions and corrections.

I have used the methods discussed in this article with pupils varying in age from thirteen to sixty-five. The results were uniformly good and in some cases astonishing. I remember one young woman—an expert pianist—who was able, at the end of a week of intensive application, to write solid matter (standard test material) at the rate of 25 words a minute net. This rate is of course not a mark for ordinary learners to shoot at; it merely shows the possibilities of the method used and proves that in some cases at least the period of learning can be too much prolonged.

I sit with each pupil throughout his first hour at the typewriter. His first "copy" is an individual keyboard chart that shows the finger paths in contrasting colors. He quickly learns to find the home position and is ready for the "Home Row and Keypath Drill"—five 64-space lines, as follows:

as dftgb ;lkj yhn .  
as dfrfv ;lkj ujm  
as dfedc ;lkj ik,  
as dfwsx ;lkj ol.  
as dfqaz ;lkj p;/

As the pupil writes, I name letters and spaces for him as I point to them on the chart, leaving him free to concentrate on the formation of good typing habits. There is little to know about typewriting technique that cannot be taught with this simple exercise. The well-curved fingers; the low, quiet wrist; the snatch stroke;<sup>1</sup> and the quick

release—all can be taken in his stride. He learns to reach for *x* and *c* and *m* and *comma* without moving the entire hand out of position; to snatch the *y* and *i* with curved fingers and low wrist; to stroke the space bar in the *center*; and to make sure that, *before* and *after* spacing, the four fingers of the right hand (still well curved) *return to home position*.

An uninstructed beginner frequently will space with his fingers flung out of line and consequently get lost after every spacing operation. He learns to loosen the other fingers slightly while the *curved* middle finger (but not the whole hand) moves freely down its appointed path; to *curve* the third finger as he strikes *o* and *w* on the fleshy tip, not the flat of the finger.

Even the path that is handled by the little finger holds no terrors for him. He accepts it as one of the finger paths, easily learning to pull the little finger inward rather than tilt the hand outward. When he finds he can swing the carriage at the end of each line and return home without having to look at the keyboard, he enjoys a well-earned thrill of accomplishment.

After several repetitions of this exercise in slow, even tempo, under patient but inflexible guidance, the pupil is ready for a new exercise. This exercise is also done with the eyes held on the copy, which is again the chart. I explain that we shall once more travel down the key paths, but that this time we shall begin a little higher up.

qaz "2wsx #3edc \$4rfv %5tgb—6y  
hn &7ujm '8ik, (9ol. )0p;/

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◆ *About Helen Southwick:* Holds a permanent stenographic position under Civil Service in Washington, D. C. Ten years in the Kansas Public Schools; four years as typewriting instructor in the Lawrence (Kansas) Business College; about eight years of office work. Has contributed to *Country Gentleman*, *Pictorial Review*, *Parents' Magazine*, and other magazines of national coverage.

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<sup>1</sup>Not to be interpreted too literally—mainly a quick, getaway stroke instead of a *pushing* action.—*Editor*.

Again I read the copy aloud, including the spaces. I show the pupil how to shift and return home and insist that he return to home position after making the *quotation marks* and before going back to write the 2. He follows this same procedure in writing the other characters, thus learning more quickly and surely how it feels to creep<sup>2</sup> up the path to the numbers and characters in the upper tier and slip back home again.

The first time over this exercise is a bit laborious; the second, a comparatively smooth performance. The pupil now has the complete design of the keyboard in mind and feels that he has learned something. The numbers and characters in the upper tier will never thereafter seem an alien part of the keyboard but will assume their natural places in the finger paths. (I have known typists with several years' experience who were still a little timid about the upper tier!)

The concluding exercise in this introductory work is the familiar sentence, *All is well*. As the pupil writes, I name the letters, spaces, and period in slow, even time, thus:

*Shift - A - l - l - space - i - s - space - w - e - l - l - period - space - space - Shift - A - l - l - space - i - s - space, etc.*

This little sentence is used to teach much that all beginners should know and some typists never learn: even rhythm, which includes punctuation marks, spaces, and shifts; two spaces between sentences; the easy way to shift and return home; the easiest, fastest way to "toss" the carriage and return to home position in time for the first stroke on the next line; the curved fingers on *w*, *e*, and *i*; the reach to the period with the curved finger and without moving the whole hand.

The pupil writes this sentence first from the chart and then from a prepared typed copy. By the time he has done a solid para-

<sup>2</sup> From correspondence with the author: "By 'creeping' up the path I mean passing over the other key as closely as possible *without actually touching it*. This prevents diving after the upper keys with a high, arched wrist—something pupils will do almost invariably if you don't watch them. It is a timewasting way . . . and is likely to develop wild, uncontrolled reaching. I encourage the low, relaxed wrist. . . ."

graph of the sentence, he is feeling pretty proud of himself and rightfully so. In one lesson he has surveyed and explored the entire keyboard, using the correct finger on every key and the correct technique for every stroke. He has demonstrated, perhaps without realizing it, the soundness of the pedagogical principle that presents the *whole* before the *parts*.

When the pupil reports for his second lesson on the following day he has practiced these three exercises by himself and has made progress. It is necessary to go through them again carefully, checking closely on his technique, before presenting the first lesson in the text. Because of his familiarity with the general plan of the keyboard and his experience in manipulating his fingers, he will find Lesson 1 an easy task.

Here, again, it is necessary to stay with him as he works, to see that the good habits instilled by the exercises are carried over into the textbook material, that instructions are read and understood, that steady tempo is maintained. Mistakes are calmly analyzed. "Perfect copies" are not even mentioned.

On the third day, the pupil again runs through the exercises under my inspection, is introduced to Lesson 2 in the text, and is ready for independent practice. From this day on he is increasingly independent and his progress is rapid. He voluntarily discards the keyboard chart, using it for occasional reference only. He can attack a new lesson without assistance because he already knows how to operate the entire keyboard. There is little danger of his acquiring bad habits, because the formation of right habits has already been well started. Hence, he can proceed rapidly at his own speed and under his own power.

### *Comments by William R. Foster*

**I**T works! It should be possible to say this of any scheme proposed for others to try. Regarding this point, Miss Southwick writes me:

It is sometimes said of my pupils that "they do not sound like beginners" when they start their work in the texts. This is the result I try hard to get. I liked to see them tackle their texts as if they knew just what they were doing. My

pupils made fewer mistakes and gained speed at a much more rapid rate than my former pupils had done.

Why does this method work? I know Miss Southwick would be the first to disclaim that her method was based on any psychological school of thought, for she disdains them all and claims no knowledge of the principles of Gestalt psychology, a "pet" of mine. Yet her idea of presenting the whole before the parts is one of the basic tenets of that system of thought. Furthermore, her procedure follows William James's famous dictum that a mistake should never be allowed to occur.

My limited experience with private pupils would also indicate that concentrating on the needs of but one pupil makes it possible for the teacher to guard against troubles arising. But when troubles do arise, in using this method you can scotch them instantly before James's "ball of yarn" gets a chance to unwind to such an extent that it would be at all difficult to catch it and wind it up before appreciable damage has been done.

Another reason for this method's working is contained in this paragraph from one of Miss Southwick's letters to me:

These exercises do not take the place of any textbook. They are introductory to whatever text I happen to be using. I am not sure that everybody can use them successfully. One must learn how to be patiently, quietly persistent without being offensively insistent; to emphasize certain points without talking incessantly; to be crafty but casual; to give plenty of encouragement; to demonstrate each stroke; to sense when it is time to change the subject.

Under what circumstances will this method work? If you are teaching under conditions demanding that 35 or so pupils be instructed, all would not be so well in my judgment, although on this point Miss Southwick writes me:

I have had as many as 35 or 40 beginners at one time, plus a small mob of high school students who had already studied typing. I took five or more a day until I had started them all. Much better to start a week "late" than to start with a class, become confused and discouraged, and start wrong habits forming. Of course the high school students do not require a *full* period alone with the teacher, unless they are badly mixed up and need to be started all over again.

If you think her reasoning sound and you feel you can keep a "mob" of 34 pupils quiet while you are instructing the thirty-fifth pupil, try it. I have no illusions about what would happen with my classes and would therefore turn thumbs down on this for my own class use. I can, however, conscientiously recommend that you give this method a trial with the pupil starting in late in the term, for the private pupil, and for one needing "straightening out." This procedure, it also seems to me, might well be used by private commercial schools, which, Miss Southwick says, "are always advertising 'individual instruction' . . ."

Here's a detail of procedure that should not be overlooked. Miss Southwick writes:

With private pupils, I have sometimes allowed as much as a week to elapse between Lessons 1 and 2; but the practice is a little bit risky, so quickly do habits start forming. I prefer to give the second lesson on the day following the first, after the pupil has had a practice period by himself of not more than two hours at the most.

My personal view on this would be one of skepticism regarding the two hours of practice done by the pupil "on his own"; but, if you feel he would profit from this much practice, tell him not to put in more than twenty to thirty minutes at any one sitting. Three or four sittings, with generous intervals for relaxation between, would accomplish more than two hours of straight practice.

Although Miss Southwick regards the drills she uses as absolutely essential for success with her method, I should qualify this claim a bit by saying that it is the *how* that is of greatest importance rather than the *what*, so far as these drills are concerned. In using these drills it is necessary to follow closely Miss Southwick's technique, or else we would be using "meaningless letter drills"—anathema to many of us.

What is Miss Southwick's technique so far as these drills are concerned? Miss Southwick writes me that she uses the Experts' Rhythm Drill (a;sldkfjghfjkdsla;) for a few minutes at the very beginning to give the feel of the home row and to help with the stroking. Of course, in using this drill no one makes any attempt to think



of the letters while typing it. In much the same fashion, Miss Southwick says of the keyboard drills she uses:

It is not necessary or desirable for a beginner to attempt to *memorize* the entire keyboard, but it *is* desirable for him to learn the *feel* of the finger paths and the *feel* of the right habits. I know of no other exercise that so effectually and so easily accomplishes this purpose. The home-row and finger-path exercise, as you probably know, was originally used by experts as a speed drill. I stumbled on the discovery that it is even more useful as an introduction to the keyboard for beginners on the first day. The improvement in the progress of my own beginning pupils after I started the use of this exercise was really startling.

Why not try this method on some beginner the first chance you get? The proof of the pudding has always been in the eating.

### *Comments by Harold H. Smith*

MANY of our readers will probably observe that Miss Southwick's finger-pattern or reaching drills are not new. She herself remarks in her correspondence with us that they are taken from one of the drills used by some of the speed artists in their regular warm-ups before practicing or demonstrating. Such drills have been used since the turn of the twentieth century in one form or another.

Other readers will object that most learners cannot profitably attack all the reaches in a single practice period. However, many teachers in continuation schools and in some private schools have for years felt it necessary to "cover the keyboard" at the very first session in order to get the pupils started in a process that necessarily is bound to be largely individual rather than group in nature.

Articles like Miss Southwick's serve a most useful purpose in reminding all of us that our pet ideas are not so exclusive as we sometimes think. Miss Southwick has developed a very practical demonstration of what Gestaltists call "configuration"—the establishment of a well-rounded idea of the keyboard as a whole and, more important, of the kinesthetically felt operation of that keyboard. Moreover, her adapted drills accomplish this in only six lines, which, of

course, the learner types over and over as many times as he can.

I am unable to agree with Miss Southwick's second sentence to the effect that good technique can reasonably be expected to be *established* "at the end of the second or third lesson." Doubtless she has in mind a very limited definition of "good technique." Although the correct fingers may be used in striking the keys, and although there may be an approach toward the goal of correct technique, it is inconceivable that many, if any, of the operating motions can possibly be characterized as "correct," especially as all the fingers must be trained from the outset. The necessity of having to direct all these untrained fingers throws the principal focus of attention on the problems of *selection* of fingers and keys, with the result that the proper attention cannot be devoted to the precise control of finger motions and the force used in striking each key.

As long ago as 1917, the idea of introducing the reaches to the top row early in the course was not new; but, since then, there have been many fluctuations in our attitude toward that proposition. The present trend is toward a much later introduction of these reaches because early introduction entails the necessity of setting aside precious practice time all through the early part of the course, where these top-row characters are not really needed, merely in order to retain whatever skill is learned thus early in the course. I am sure that even the author's pupils who master the top row thoroughly in the first day or so of practice will be "a little bit timid about the upper tier" if they do not keep everlastingly reviewing these reaches. Kinesthetically controlled skills are all like that—and no shame to any method.

I am glad you saw fit to publish this article, because it contains so many important points that are so often overlooked by typing teachers. Indeed, it is crammed full of choice morsels. Besides, I have known many good typists who have had practically no instruction other than that which Miss Southwick here describes. Recollection of

such facts makes me wonder just how much of all the activities that pass for teaching and learning in our typewriting classes is "busy work" and how much of it is really worth while. Those who are conservative will be risking little in trying out the

author's idea for the first day or two; then they can go back to their textbook routine. Confirmed experimenters will be more daring, and perhaps they will yet discover a short cut that will be well worth writing up in a later article!

## Practical Experience Before Graduation

L. A. BARRETT

*Principal, Salida (Colorado) High School*

**W**HAT practical experience have you had?" This question is almost invariably the first one asked commercial graduates when they start out on their search for jobs.

For the past several years, Salida High School has been following a plan that makes it possible for the senior students to gain actual experience concurrently with their school training and thus be in a favorable position to answer this hitherto baffling question. Participation in the plan is voluntary.

During the second semester of the twelfth year the commercial students may enter a co-operative vocational class. Students enrolled for this class continue their usual school work in the morning session but are released from their afternoon classes. The group also meets for an hour each day with a teacher who acts as a co-ordinator. During this time, they discuss such topics as elementary principles of psychology, the elements of employer-employee relationships, applying for jobs, getting along with people, etc.

In the afternoon, the students go to various offices and stores in the business district and remain until five o'clock each day.

The students receive no remuneration for their services, but they receive something far more valuable—training under a specialist in the fundamentals of his particular line of work.

No obligation is placed on the business men in the city to employ the student workers after their period of training is over, but it is surprising how many graduates are recalled to the concerns where they obtained their training.

The Salida plan, which is under the guidance of the state board of vocational education, has the indorsement and full cooperation of the county and civic officials and of local business and professional men.

A prerequisite to participation in the program is a year and a half of shorthand, typing, and bookkeeping. L. D. Hightower, superintendent of the Salida school system, acts as co-ordinator. He is assisted by John Burgener, vocational guidance expert.



**T**HE staff of Nashua Business College, Nashua, New Hampshire, will honor A. H. Barbour, head of that institution, with a testimonial banquet on June 3, celebrating Mr. Barbour's half-century in commercial education.

Mr. Barbour was born in Canton, Connecticut, in 1868. He attended Tabor College (Tabor, Iowa) while working in a general store outside school hours; studied under A. N. Palmer, at Cedar Rapids; and attended the Zanerian Art College, Columbus, Ohio. At the age of twenty-one he began teaching in Huntsinger's Business College, Hartford,

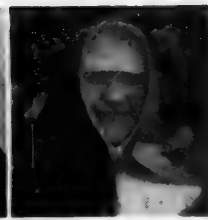
Connecticut. Six years later he opened a business school in St. Johnsbury, Vermont, which he later sold to the St. Johnsbury Academy. He established for that institution a commercial department, of which he was head for eleven years. He also supervised penmanship in the public schools of St. Johnsbury for a time.

In 1910 he purchased the Nashua Business College and has just completed thirty years as head of the school. He is a charter member of the E.C.T.A. and a past president of the New England Business College Managers Association. He is active also in church work.

# Gregg Writer Gold Medal Winners



SR. MARY GERVASE



SR. M. ELFRIDA



LILAH DRAXTEN



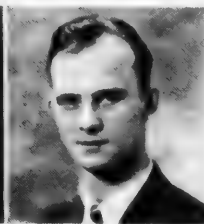
BETTY E. JACKSON



E. H. VANDERLAS



AUDRA TENNEY



EARL SMITH



EBBA TORELL



CORA B. ULLOM



C. A. ROGERS



A. D. SMILANICH



IRENE J. POWERS



L. H. ROHRER



ESTHER ARNDT



WILMA S. GARNER



MRS. Z. STEPHENSON



MRS. LUCY BECK



EDYTHE D. KNAUF



MRS. C. J. HAWKINS



MRS. R. C. WILLIAMS



PAULINE BLOOMQUIST



SR. M. CLEMENS



H. F. BLACKWELL



CLARE M. LOUIS



SR. MARY ADALARD



ELEANOR REAVY



SR. MARIE PERPETUE



THETIS SHEPHERD



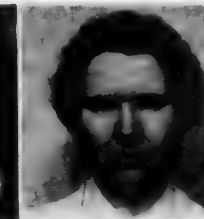
MAE M. HANLON



EDNA MAY PAULL



OLIVE P. CLARK



MARIE BUYS



ELEANOR THOMAS

# Congratulations to This Year's Gregg Writer Medalists

FLORENCE E. ULRICH

*Editor, Art and Credentials Department, The Gregg Writer, New York City*

THE May issue of our sister journal, the *Gregg Writer*, carries a fascinating and stimulating story of the results of the Teachers' Shorthand Blackboard Contest this year. In addition to the grand prize winner and runners up in the medalists' division, 38 teachers won the Gold Medal (see facing page) and 7 won the Silver Medal. Seventy-three teachers won the Proficiency Certificate and 17 obtained membership in the Order of Gregg Artists.

Our sincere congratulations to them all upon this fine performance.

Here are some interesting selections from the contest editor's mailbag:

## *From the Contest Editor's Mailbag*

I want to express my gratitude and appreciation for the consideration given my notes by the examining committee. I want to take this means of congratulating the others whose notes were considered. I admit that I was just a little bit uneasy in regard to the outcome.

My philosophy is: "Be careful of the thing that you set your heart on for it surely should be yours." There is a lot of truth in Mr. Emerson's quotation. I try to get my students to believe it, also, and some of them do.

Anyway, it is a great game and it still holds the interest and enthusiasm of the young as well as the old.—*W. Rude, Oklahoma A. and M. College, Stillwater, Oklahoma.*

May I take this opportunity to thank you for the lovely medal and to tell you how much we at Akron enjoyed the Teachers' Blackboard Contest. Projects like that do a great deal to keep teachers out of the ever-waiting rut.—*Audra Tenney, The University of Akron, Akron, Ohio.*

I want to thank you and the committee for awarding me the lovely Gold Medal. It has long been my ambition to write shorthand well enough to merit this medal.

My students seemed equally proud to think that their teacher actually rated. When I showed them the medal, they had hopes that they might not do so badly in their contest. When the report came with almost perfect membership attainment and numerous gold pins, they were almost overcome with joy.

Our classes certainly worked hard, and the

pupils admitted they learned a lot of theory writing that copy.—*Olive Pearl Clark, Pomona High School and Junior College, Pomona, California.*

I cannot tell you how pleased and excited I was to receive your letter. It seems such a long time since I mailed the tests that I had almost forgotten about the Contest!

Naturally, I am delighted at my success, and I am looking forward eagerly to receiving the *lavalier*.

I would like you to know that much of the praise is due to the principal of the Clapham Gregg School, London—A. Lydon Watts. He was my teacher when I was myself a student, and he is now my colleague at school. He has always encouraged me with my shorthand—he trained me for the N.G.A. Junior Championship, 1939, when I was placed third. He gave me the benefit of his experience and constructive criticism of my blackboard notes before I wrote the final set; and I am deeply grateful for his help.—*Betty E. Jackson, 72 Cavendish Avenue, New Malden, Surrey, England.*

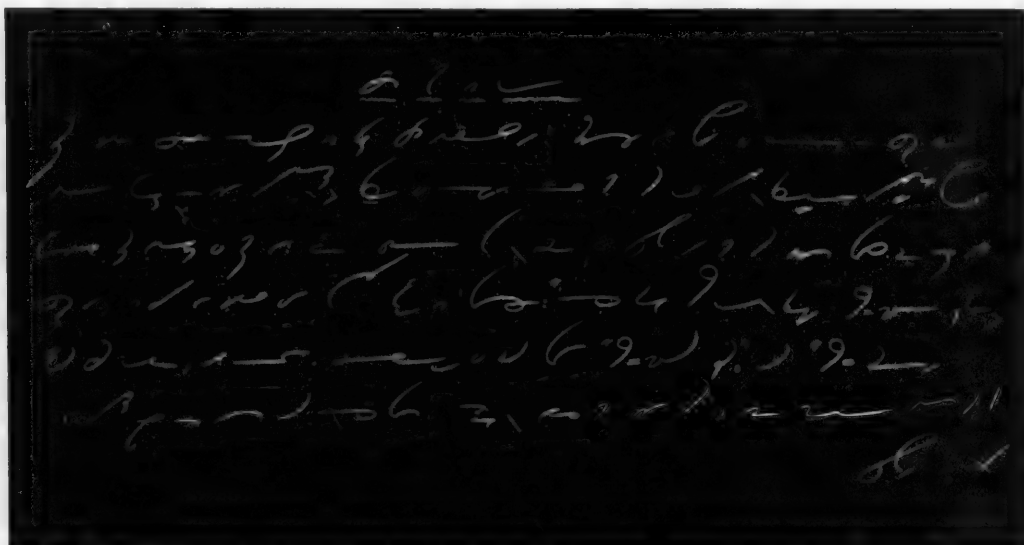
The list of gold medal winners follows:

## GOLD MEDALISTS

Esther Arndt, Interstate Business College, Fargo, North Dakota  
Lucy Beck, Woodbury College, Los Angeles, California  
Hilda F. Blackwell, Weyburn School of Commerce, Weyburn, Saskatchewan, Canada  
Pauline Bloomquist, Gregg College, Chicago, Illinois  
Marie Buys, Eastern High School, Washington, D. C.  
Olive Pearl Clark, Pomona High School and Junior College, Pomona, California  
Lilah Draxten, Northwest College of Commerce, Eau Claire, Wisconsin  
Wilma S. Garner, Pullman Free School of Manual Training, Chicago, Illinois  
Mae M. Hanlon, Manchester High School, Manchester, Iowa  
C. Jane Hawkins, El Paso Technical Institute, El Paso, Texas  
Betty E. Jackson, 72 Cavendish Avenue, New Malden, Surrey, England  
Edythe D. Knauf, Pullman Free School of Manual Training, Chicago, Illinois  
Clare M. Louis, Streator Township High School, Streator, Illinois

Edna May Paull, Leuzinger High School, Lawn-  
dale, California  
Irene Joy Powers, Lawton High School, Lawton,  
Oklahoma  
Eleanor M. Reavy, Mt. Pulaski Township High  
School, Mt. Pulaski, Illinois  
Cecilia Agnes Rogers, Moody Secretarial School,  
New Britain, Connecticut  
Lena H. Rohrer, Haverford High School, Upper  
Darby, Pennsylvania  
Thetis Shepherd, George Washington High  
School, Danville, Virginia  
Alice Dorothy Smilanich, Barnes School of Com-  
merce, Denver, Colorado  
Earl A. Smith, Selby High School, Selby, South  
Dakota  
Zeffie Stephenson, Modern Business College, Mis-  
soula, Montana.  
Audra Tenney, University of Akron, Akron, Ohio  
Eleanor Thomas, Hazel Park High School, Hazel  
Park, Michigan  
Ebba Torell, Teachers College of Connecticut,  
New Britain, Connecticut  
Cora B. Ullom, Senior High School, Springfield,  
Ohio

Esther H. Vanderlas, Nebraska State Teachers  
College, Chadron, Nebraska  
Ruth C. Williams, Oklahoma Agricultural and  
Mechanical College, Stillwater, Oklahoma  
Sister Mary Adalard, St. Mary's Academy, Alton,  
Iowa  
Sister Mary of St. Andrew, House of the Good  
Shepherd, Wauwatosa, Wisconsin  
Sister Mary Carmella, S.S.N.D., St. Peter's Com-  
mercial High School, Newark, New Jersey  
Sister M. Clemens, O.S.F., Alvernia High School,  
Chicago, Illinois  
Sister M. Elfrida, Saint Augustine High School,  
Chicago, Illinois  
Sister Mary Gervase, Saint Joseph High School,  
Wapakoneta, Ohio  
Sister Mary Harold, St. Mary's Academy, Mar-  
shall, Texas  
Sister M. Johanna, St. Paul's School, Marion, In-  
diana  
Sister M. Julia, C.P.P.S., 4172 Delor Street, St.  
Louis, Missouri  
Sister Marie-Perpetue, S.S.A., Saint Angela's  
Academy, Montreal, Province of Quebec, Can-  
ada



WILLARD RUDE'S WINNING SHORTHAND SPECIMEN

Willard Rude, winner of the grand prize, has long been associated with the Oklahoma Agricultural and Mechanical College, Stillwater, Oklahoma, and has trained many expert writers. These teachers, in turn, are training their students to the same high degree of shorthand writing skill. Mr. Rude's writing style (shown above) has the finesse of the artist, and his notes are the kind that Dr. Gregg greatly admires. The smooth-flowing style—with just the

right ease in turning characters of correct form and slant, the graceful joinings, and the effortless glide around circles and curves—makes the specimen truly beautiful and a superb piece of masterful shorthand writing technique.

As is usually the case, much of the grace and beauty of the writing was lost in the reproduction in the *Gregg Writer*. The finer qualities of style do not "come up" in the processes the specimens undergo for repro-



duction. Nevertheless, we thought teachers would enjoy seeing some of the specimens that came to us. Hence, the reproduction, photographically, of six of the best copies received in the contest and their publication in the March *Gregg Writer*.

The specimen (labeled E in the March *Gregg Writer*) submitted by Mrs. Urina Frandsen, an instructor in Woodbury College, was prominent among those considered for first place. The characteristics of style that were finally to eliminate her specimen from first place were sufficiently modified in the reproduction to rate it a favorite with our readers.

Besides being an artistic shorthand writer, with a splendid record of teaching and personal writing accomplishments, Mrs. Frandsen is holder of the 160-word Expert Speed Medal. Under her maiden name, Urina Roberts, she participated in a speed contest, formerly held annually by the National Shorthand Reporters' Association, and qualified on the 150-word event with only six errors. The improvement in the accuracy of her writing style, since her practice for these medal tests, is highly commendable. With just a little more "swing" or "dash" the specimen would be truly ideal.

The success that Woodbury College enjoys in the O. G. A. Contests is doubtless due in large measure to the fact that many of the teachers in the college have won the Gold Medal for writing style.

Another close contestant for first place was Miss Mabel Morton, also of Woodbury College. Her specimen (C) is truly beautiful. The slant is a little too perpendicular this time, and Miss Morton does not seem to have done quite so well on the last line. We are inclined to think that the blackboard used "cramped" her style. Miss Morton distinguished herself as a professional shorthand writer in 1931, when she won the Gold Medal.

Another contestant hovering close to the top was Guy George of San Jose Teachers College, San Jose, California. His pen-written notes (Specimen F) are matchless in fluency, beauty, and ease of execution! But let Mr. George, himself, explain the

reason why he didn't accomplish the feat of taking first honors this time:

I am indeed ashamed of myself—that I should dash off the copy with so little practice and critical study. I guess I am "dated" by writing *Charles* as I did. While I learned it that way, I know that that rule for reversing has been dropped. And the *e* in *Dickens*, although I consider a very minor matter, is still an error. As to *cherish*, I still think one has a choice; see paragraph 72. (I know you haven't called me for writing it that way.) But some strokes are out of proportion: *r* in *strong*; *rksb* in *directions*, especially.

His letter reveals a fine spirit of sportsmanship.

We probably have not made it sufficiently clear that teachers in normal schools and state teachers colleges may enter the students in their teacher-training classes in the Medal Test. There are a number of such schools participating for the special certificates and medals that their students may earn.

Much excellent work is received from these schools. The Teachers College, New Britain, Connecticut, has trained many certificate winners and medalists. Oklahoma Agricultural and Mechanical College, Stillwater, Oklahoma, may be counted upon to be represented with its teacher-training group. The students in the University of Akron, Akron, Ohio, and in the State Teachers College at Bloomsburg, Pennsylvania, take the Medal and O. G. A. Tests for certificates in writing. Likewise, the students in the Nebraska State Teachers College of Chadron, Nebraska; Boston University, Boston, Massachusetts; and the Eastern Illinois Teachers College of Charleston, Illinois, are trained to merit the O. G. A. Awards.

More and more stress is put on *demonstrable ability* as a shorthand writer. Teachers who can demonstrate correct writing technique on the blackboard or with pen find that their students learn more quickly and more easily, and with less verbal instruction.

Naturally, the time for teachers to acquire a professional style is while they are in training. It is then that they have the time and the opportunity to practice. The importance of a teacher's being able to write

good notes cannot be overemphasized. Unless a teacher can demonstrate correct writing technique to his students, how can he hope to have the full measure of success that the time he devotes to their training should yield him? We invite you and your students to participate in the *Gregg Writer* Medal Test and the O. G. A. Contest—both excellent devices for stimulating interest and the will to practice!

Another opportunity to compete for the Gold Medal will be provided next December; but in the meantime, if you are interested in developing a better style, write a copy of the O. G. A. Test (published in the current issue of the *Gregg Writer*) and send

it to us for review. Be sure to give your full name and address, and tell us where you are teaching. If the notes do not qualify, we will return them to you with criticisms and suggestions for improvement.

Do not wait until the Medal Test is announced before beginning your practice. It may take you a little longer than you anticipate to weed out idiosyncrasies and to attain the necessary fluency and efficiency in wielding the pen. The pleasure you and your students will have from the practice and the improvement that you will quickly see in your writing style will be well worth the effort.

## Reorganization of a Business Law Course

ARTHUR D. MARKLE

*Lyndhurst (New Jersey) High School*

THE word "law" gives a magnetic touch to all classroom activities. The discussion of a lawsuit or of a legal requirement is a step in the right direction in selling any subject to the students, provided it is related to the main topic. Teachers of economics, sociology, "Problems of American Democracy," salesmanship, consumer education, and other subjects are developing courses in which they appropriate subject matter that is distinctly in the domain of business law. A certain course in Personality Problems contains a unit entitled "Common Legal Relations." If this process continues, the teachers of business law will be dispossessed of much rich and attractive material that offers an opportunity to keep business law alive and parallel with current developments.

The encroachments upon the subject of business law by social-science teachers and others are, no doubt, justified because the legal relations involved are incidental to the principal objectives of the courses. Teachers of business law, however, also have the right to encroach upon other subjects. For instance, labor problems and public

finance are as much within the field of business law as within the field of economics.

Lyndhurst (New Jersey) High School is developing a course in business law that contains subject groupings that harmonize with the rest of the business curriculum. As soon as the student has been given an introduction to the study of law, the selections and groupings are made from the standpoint of the business activities of organization and management, finance, marketing, and accounting. A functional organization has been followed throughout the course of study. The legal aspects of a business transaction have been presented in the terms of the business objective. The fundamentals have been retained, but the emphasis has been changed to allow for new areas of the law.

This course is only in its experimental stage. It has not been definitely decided that it is superior to the usual scheme of presentation—contracts, sales, negotiable instruments, etc. Therefore, the opinions of interested teachers, addressed to A. D. Markle, Lyndhurst High School, Lyndhurst, New Jersey, will be appreciated.



## "First Aid" to the Beginner

RENE  
DENMAN

EDITOR'S NOTE: This article is a striking proof of the need for a closer relationship between those who train young people for business and those who employ them. The first reaction of many of our readers to the comments of Miss Denman will be "Why, she doesn't know what is being taught in commercial departments. We teach and have been teaching for many years all the things she suggests that we should teach."

And yet Miss Denman bases her comments upon "more than twenty years spent in employing, discharging, training, and observing thousands of employees." To see ourselves as others see us is not conducive to complacency! Miss Denman will welcome our readers' reactions to this article.

**S**HORTHAND, typing, spelling, business English, bookkeeping perhaps, and a few minor subjects constituted the usual secretarial course when I pursued such a course many years ago.

Observation, eagerness to learn, ambition, and unwillingness to accept defeat carried me over the hurdle of the first few months; but the transition from ignorance to knowledge, from inexperience to efficiency, was not painless.

Of course, I soon learned that ignorance is no excuse and applies as readily to violation of the simple code of office ethics and rules as to the spirit and letter of the law. It was longer, however, before I learned why older, wiser employees do not propose radical changes in the operation of a successful business. I recall having had more ideas in one day for presumable improvement or profit than the owners had thought of in years; and I have a lively recollection of my chagrin when ingenious suggestions, unhesitatingly expressed, were not graciously received and promptly adopted.

Unquestionably, if a business education had been available then, as it now is in most secretarial schools, I might have been spared many perplexing and embarrassing moments; and my early employers' amusement need not have been so often aroused or their patience so frequently overtaxed.

True, a more or less liberal education in general business principles and practices is now included in the curriculum of most secretarial schools. Such a course is valuable to those who aspire no higher than a secretarial position as well as to ambitious young people determined that stenography shall be the steppingstone to a position of executive importance.

It is not my intention, however, to discuss business education as it is taught in secretarial schools but rather to mention a few subjects that I believe, and I am sure employers will agree, are overlooked in some secretarial schools and do not receive sufficient emphasis in others.

To most students, the secretarial school is a continuation of grade school and high school days and experiences. They are in familiar environment, studying carelessly or intensively, according to desire for knowledge or need for employment. They are undergoing a change and are developing with varying earnestness and rapidity toward becoming a cog, a wheel, or an integral part of the vast machine—business.

While this change is taking place, and young people are acquiring subconscious awareness of the location on the keyboard of A and B and C and learning to write "we have your letter" with one deft stroke of a pen, what is being done to teach them

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♦ *About Rene Denman:* Sales Counsellor, headquarters in St. Louis. Author of books and courses of instruction in general and specialized selling. Chief professional interest: selling and helping young people learn how to sell.

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how to meet with wisdom and poise the countless and varied situations that will daily confront them in their first position?

What is being done, as they learn the rudiments and the fundamentals of business, to teach them how to avoid the mistakes of inexperience and how to be businesslike in their conduct, mental attitude, and work?

The students are accustomed to the hours, rules, associations, and surroundings of the secretarial school. They feel at home and consequently are natural, friendly, and self-confident. It is possible that instructors are deceived by this appearance of poise, and do not recognize in the beginner who becomes confused and agitated when taking dictation from her first employer the self-assured student who took dictation rapidly and transcribed it accurately.

A natural timidity? Perhaps, but it can be controlled by inviting businessmen and women as guests to dictate letters to advanced students.

Do students become nervous and uncertain when taking dictation from someone to whose voice, articulation, and manner they are not accustomed? Why not send advanced students into a private office of the school to take dictation from a stranger? The manner in which they enter an office should be carefully noted. Do they seat themselves unobtrusively and are they ready to go to work instantly? Or, do they cross their legs nonchalantly and gaze absent-mindedly about? Do they bring sharpened pencils with them? Are they neatly groomed? Well poised? Interested? When the dictation is completed, do they get up quietly and leave the room in a dignified manner? Can they return a correct transcript, properly spaced, spelled, and punctuated?

I believe it is important for students to understand that every employer prefers being asked to repeat to receiving letters containing errors and unfamiliar words and phrases. Too often, in an effort to appear efficient and experienced, beginners trust to memory to supply missing notes. The result is invariably embarrassing. Furthermore, since many employers use a "test" as a means of determining an applicant's ability, why not

stress the importance of calmly taking "test" dictation, politely and unhesitatingly asking the dictator to speak less rapidly or to repeat when continuity has been broken or a word or phrase is not understood?

Do students have opportunity in school to use different makes of typewriters? Are they taught the use of the little gadgets on them? Are they taught how to remove a ribbon and replace it? Are they taught how to clean a typewriter? If so, I wonder why so many beginners say, "Oh, I can't use *that* typewriter. It is so different from the one I used in school." Or, why is it, when some trifling thing goes wrong on a typewriter, they must immediately call a repair man?

Employers expect stenographers to keep their typewriters in good condition. It would take only a short time to explain to students the mechanical construction of a typewriter, how to clean it, what causes some difficulties, what to do and what not to do.

Then, there is the beginner in a small office who fails to inquire whether she should fold, seal, and stamp letters after the employer has signed them. I have in mind a young lady who, at the end of the day, placed her letters on the employer's desk, put on her hat and coat and departed, blissfully unaware of the errors she had made, which another stenographer had to correct for her. The next morning, this beginner was told that her work was not done for the day until each letter had been signed, stamped, and put in the mail chute. Why had no one told her?

Do secretarial schools teach students how to apply for a position? I often wonder about that. Suppose we need a stenographer. We advertise or call an agency. Usually, several beginners apply. They enter the office timidly or are casual to the point of indifference. Can they not be taught how frankly, earnestly, honestly, convincingly, and interestingly to state their qualifications, willingness to work, desire for employment, education, and special interest in our business or to give some reason why they would like to work for us? This is something to think about.

Are students taught how to apply for a position by mail? There are certain rules to follow when applying for a position; and any student can readily apply them to his or her individuality, background, education, and ability. There are certain forms of letters that appeal to prospective employers more than do others. Why not make inquiry among leading businessmen to ascertain their preferences and the information they consider most important? This would assist students to write letters of application that appeal and that bring requests for interviews.

Why not devote a definite part of the secretarial course to instruction regarding the importance of personal appearance, personal hygiene, and the use of make-up? Often a beginner is unjustly and severely criticized because, in her eagerness to appear sophisticated and experienced, she overdresses the part.

Are students taught the need for punctuality in business? I often wonder. When an employer is kind, lenient, and patient, why do beginners so often decide that the need for being on time in the morning is of no special consequence; that the noon hour is an excellent time to shop; and that half past four is just right for going to the rest room to rouge and powder so as to be ready to dash out promptly on the stroke of five? Why are not students told to be as careful in the use of the employer's time as they would be in the use of his cash or merchandise?

I know of a midwestern secretarial school in which a model office, equipped with the various machines used in modern business, is operated by the students, under the supervision of a capable instructor and disciplinarian. Students are taught the work done in the offices of twenty different lines of business. While they are acquiring a practical and a technical knowledge of business and learning how to *apply* the knowledge obtained in the earlier part of the secretarial course, they acquire an understanding of correct conduct in business and of business ethics. In this model office, the atmosphere of a real business office is meticulously maintained. It is not surprising, therefore, that

employers in the city where this secretarial school is located give its students preference.

After more than twenty years spent in employing, discharging, training, and observing thousands of employees, I suggest the desirability of acquainting students with business ethics; of explaining to them the "little things" that will become so important to them to know later on; of helping them to become self-confident, self-reliant, and businesslike. If the usual secretarial course is thus enriched, less difficulty, greater happiness, and larger incomes for beginners, as well as increased prestige for the school, are assured.

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THOMAS W. DONOHO, associate founder of Strayer College in Washington and Baltimore, has recently been notified that the



honorary degree of Doctor of Laws will be conferred on him by Western Maryland College, Westminster, Maryland, at the June commencement exercises, for distinctive service in education.

Dr. Fred G. Hollo-way, president of Western Maryland College, made the announcement.

Mr. Donoho is truly a pioneer in commercial

education. From Dorchester County, Maryland, he went to Baltimore, where he served as manager of the Smith-Premier Typewriter Company in the days when typewriters were virtually unknown in business houses and schools.

In 1902, he entered private commercial school work in Baltimore, as an associate with S. Irving Strayer, who had established Strayer's Business College, Inc., ten years before. In 1904, he was associate founder of Strayer College of Secretarial Training, in Washington.

The success of the two colleges is ample proof of Mr. Donoho's managerial ability and foresight. In 1925 he became chairman of the Board of Trustees, at which time his son, Edmond S. Donoho, succeeded him as president of the Baltimore and Washington colleges. As chairman of the Board and president emeritus, he is constantly consulted by the administrative staff on business and educational policies.





# A Long-Term Retail Training Program

JACK MILLIGAN

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EDITOR'S NOTE: Michigan is an outstanding leader among the states that are developing a worth-while distributive-education program under the George-Deen Act. George H. Fern, director of Michigan's State Board of Control for Vocational Education, and his able chief of the distributive education division, Jack Milligan, deserve great credit for this accomplishment.

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VOCATIONAL education for the retail trades under the various Federal and State Vocational Acts has been in operation for the past two years. Various patterns for this kind of training have been evidenced throughout the country. In no case, however, does it appear that any set plan has been evolved for carrying out the program on a long-time basis.

State reports indicate that the major emphasis, thus far, has been placed on the training of adult employees who are now engaged in retailing. Even though emphasis is placed on this area, there is reason to believe that no attempt has been made to co-ordinate the various classes in the light of a long-term training program.

This, then, brings up the problem of whether or not it is advisable to look at training for the retail trades from a long-term standpoint. In other words, should we as vocational educators be concerned merely with job training or should we set up programs that meet the needs of the trades and begin to train on a vocational basis? In my opinion, when we center our thinking on sales training, we are thinking primarily of "job training." When we become concerned about broadening our training picture and setting up courses of study

for all the related occupations in retailing, we are thinking of vocational training.

The proponents of the Federal George-Deen Act had this latter picture in mind. When it is realized that one of the prime objectives set up for this kind of vocational training was that of "increasing efficiency of distribution," it immediately becomes evident that this cannot be achieved by merely conducting courses designed to train the individual salesperson.

If distributive education is going to hold the support of business, which it already has received, it is imperative that immediate plans be made to insure that future trends are toward training in the broader aspects of retailing.

If we plan in this manner, I am sure that results will be beneficial to all groups concerned. The individual worker should benefit in that, through increased efficiency on the job and greater production on his part, increased earnings will result; the merchant should benefit in that, if the machinery of distribution is made more efficient, lower costs should be possible, with the result seen in less business mortality among merchants; the consumer should benefit in that lower costs of distribution should result in a decrease of prices.

Perhaps I am too optimistic as to what the results would be if a well-planned long-term program were carried out. If, however, none of the results just mentioned are achieved through the organization of distributive-training programs, I do not know on what basis the program should be continued.

Looking at the training program in the light of these objectives, we must plan it from the standpoint of two groups. First of all, we must concern ourselves with the needs of the retail trades. What is necessary in order that increased efficiency of operation may be forthcoming?

Second, we must be vitally concerned with the needs of the workers. Where can they fit into the picture of this increased efficiency, and what should we as vocational educators do in order to fit them into the scheme of things?

To extend training only to the persons who are at the present time employed in the field is not going to solve the problem. True, we can aid them to an inestimable extent; but why attempt to solve the problem in this manner only, when we know that hundreds of thousands of new workers, without any conception of good retailing practice, are annually entering the field?

In my opinion, the only complete solution of the problem can come about when we organize a training program that will insure to the retail trades a well-trained group of new employees as well as allow for the continued upgrading of present employees and employers.

This, then, is the basis for a plan of retail training that includes the complete integration of training from the initial pre-employment stage to the managerial or ownership level.

The complete program should take into account several areas. First of all there is the need for setting up occupational information and guidance plans on a secondary-school level to enable youth to be informed on occupational opportunities. Second, there is a need for prevocational courses that will give youth a background for future vocational training courses. Third, there is the desirability of setting up vocational courses on the secondary or post-graduate level.

These courses should be conducted on a co-operative basis and should be designed so as not only to make the youth more efficient on his present job but also enable him to obtain broader information about the

field of distribution in which he is interested. Fourth, there should be courses designed to meet both the present and future needs of the present salesperson. Fifth, advanced courses on a junior and senior executive level must be included; and, finally, courses that will meet the needs of persons who are in managerial or ownership positions must be included.

Graphically, the situation under such a plan would be this: the youngster in high school who evidences an interest in retailing and whose abilities indicate his possibility of success in that field would enroll in prevocational retailing courses. If successful in these courses, he would continue on into the co-operative-training course, which would allow him to put his co-ordinated instruction into actual practice.

Upon graduation from this co-operative course he would be prepared to enter full-time employment. His training, however, would not end here; either by a system of extension training or through adult evening classes, he would be enabled to continue his training along more advanced lines. This training would be on a planned basis that would enable him eventually to complete a course of study that, while integrated with the job he is now doing, would bring to him a complete knowledge of the merchandising field. Nor would his training necessarily stop at this point, because operating conditions in retailing are not static, and steps should be taken to assure both employers and employees that they can keep acquainted with new ideas.

Let's look at the situation from the standpoint of the present employee. No matter what his present position in the field, he could enter the training program at the place

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◆ *About Jack Milligan:* State supervisor of distributive education and chief of business education for Michigan. Degrees from Wayne University and the University of Michigan; also holds a vocational certificate for distributive occupations. Has had much experience in teaching, sales, advertising, and general office work. An active member of many professional organizations. Will teach a methods course in distributive education at Teachers College, Columbia University, during the coming summer.

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that is most nearly co-ordinated with his present needs. He then could continue his training program from that point on up through the various levels to the top.

Or, again, let's take the person who desires only to learn something new about one particular area. He could enroll in the course that covers his particular problem; when his needs have been met, he could drop out and still have received benefit.

That constitutes a general picture of what is meant by a long-term program. Obviously, there are many problems to be solved before such a program can be put into operation. Of paramount importance is the problem of just what should be included in such a program.

Should the plans revolve around training for a particular trade or should they be on a more or less general basis? Should classes be organized on a local or a regional basis? Is it possible to carry on certain phases of this program on a combined correspondence and discussion-group basis? Should the same course of instruction be applicable to all areas of the country? Whose problem is it to co-ordinate the program with the needs of the various trades? Will the plan function in a small community as well as in a large city? Will the program tend to become too academic or can it be regulated so as to maintain the vocational emphasis? These are only a few of the many questions that must be answered. Let us look, however, at the program from the light of one or two of these situations.

*What should be included in a training program?* In the November, 1939, issue of the *Journal of Business Education*, there appears a chart designed by Walter F. Shaw, regional agent for distributive education, U. S. Office of Education. This chart very graphically displays the application of the long-term training idea to the home-furnishings field. Mr. Shaw, I believe, worked in conjunction with the National Retail Furniture Association in drawing up the course-content outline. It will be noted that, under this plan, instruction commences on the high school level. Similar plans undoubtedly could be evolved in co-operation

with other trade associations. In fact, if courses of study are designed on a long-term basis, it is absolutely essential that they be devised with the complete aid of the members of the trade concerned.

Prevocational courses on the high school level would be on a more or less general basis. Thus, we know it is essential to strengthen youngsters who plan to enter retailing as a life occupation in their knowledge of language and speech. They need more skill in arithmetic. Certainly they all should receive instruction in the fundamentals of retailing. Then, too, I believe a good course in general salesmanship will lay an admirable foundation for future vocational courses.

When students enter the co-operative course they should be expected to receive instruction in subjects that are directly related to the kind of work in which they are employed. Thus, in all cases, the course of instruction should be planned on the basis of a job analysis. It is inconceivable that fifteen students who are employed in different types of retailing would be adequately trained for job competency were they all to receive the same instruction—yet this is being done in many cases at the present time.

After graduation, students will continue instruction according to the occupation at which they are employed. Thus, those in the food field will take advanced instruction in food merchandising. Those in hardware, jewelry, dry goods, etc., will continue with courses that have been designed to meet the needs of their particular occupation.

Content of courses will naturally follow three lines: those designed to give basic information regarding merchandise; those designed to aid the student in more efficiently carrying on basic processes of operation; and those designed to give the student a broad background of marketing, economic, social, and merchandising information.

*Should courses be designed along trade or general lines?* One of the basic problems to be encountered in setting up a long-term course is that of reaching employees and employers in all communities. Obviously, the need for training is greatest in the

smaller community. A program of training that does not encompass the small community is not going to do adequately the job that must be done. The fact that in the small community there are very few people engaged in like distributive occupations brings up the problem of how, if courses are devised along trade lines, instruction is to be brought to the individual worker.

The settlement of this problem is of extreme importance and yet to me the answer is not yet apparent. It appears, however, that, if the course could be designed along general and specific lines, it would come closer to fitting the situation. Thus, obviously there are courses that are fundamental to all lines of retailing. These could be organized and then supplemented by classes operating on an individualized-instruction basis so as to allow persons to receive training along lines that are specific to their present occupation. Perhaps the solution to this problem can be reached by planning courses on a basis similar to that now in use by the National Grocers Institute.

If such a training program is going to cover all the needs of vocational training, it is necessary that it be designed on the short-unit basis. If planned along these lines, and if classes are offered on a sequential basis, it will be possible for both the employee who desires training in the whole field and the employee who only wishes to learn how to perform one process more efficiently to be serviced at one time.

Instruction in these classes must be based on job practice. In some cases, textbook learning will be of extreme value. In most cases, the instruction will be based on the practical experiences of the members of the group plus the knowledge, gained from experience, of the instructor.

*Is the operation of a long-term training program feasible?* In order to answer this question satisfactorily, I believe it is essential that the problem be attacked first of all from a national basis. It is first of all necessary that the co-operation of national trade associations be elicited. I believe the next step is that of presenting the long-term idea to them and eliciting their reaction.

I would suggest that the members of the

Business Education Staff of the U. S. Office of Education could be of great value in making the primary contacts. If it were discovered that the co-operation of the associations could be obtained, and if they agreed on the feasibility of the plan, then to various state distributive supervisory staffs could be assigned the job of planning courses for individual trades. Plans, of course, could not be devised overnight. Nevertheless, steps could be taken to begin a more or less sequential arrangement of courses that would fit into the plan.

I have purposely refrained from mentioning some of the other benefits that should accrue because of the operation of such a plan. Under such a plan the individual employee will be enabled to plan a course of training covering from three to five years. Employers will realize that the schools are training youth who are capable upon graduation of handling full-time jobs in retailing. More important, perhaps, is the fact that persons who are concerned with the promotion and organization of training programs will be relieved of a great amount of the re-promotional work that is necessary now.

Thus, the classes to be organized in any community can be planned on a sequential basis, so that interested workers in the distributive field will already be anticipating enrollment in the future classes. Moreover, the supervisor will have more time to carry on the more important functions of supervision, among which is that of bringing aid to the teacher on the job.

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JENS P. PETERSON, head of Humboldt College, Minneapolis, died on April 18 at the age of seventy-five, after an illness of ten days. Mr. Peterson was born at Elk Point, South Dakota, in 1865. In 1895 he founded Humboldt College at Humboldt, Iowa. In 1914 he moved the school to Minneapolis, where it has functioned since. It has been recognized widely for its thoroughness in preparing young people for business.

Mr. Peterson is survived by his wife, Elizabeth, and two sisters and a brother. Mrs. Peterson will carry on the work that she and her husband began many years ago. She is a talented shorthand writer and teacher, and her students have won many shorthand certificates and contests.



(Courtesy of the Windsor Daily Star)

EILEEN HEFFERNAN DISPLAYING HER SELLING TECHNIQUE TO LEONARD WHEELTON,  
WINDSOR'S SUPERINTENDENT OF SCHOOLS

## A Vocational School Day

GEORGE F. DEAN

*Commercial Director, Windsor-Walkerville (Ontario) Vocational School*

**T**HROUGH the co-operation of the C. H. Smith Company, one of Toronto's leading department stores, the students of the Windsor-Walkerville Vocational School participate in an annual project that gives them actual retail-selling experience.

The project was first undertaken in 1938; and, with the experience of that year behind us, the planning of the venture for the following year fell into well-defined channels. After we had chosen a suitable date, our problem had to be approached from the following angles: (1) selection of student personnel; (2) training of students for their respective posts; (3) preparation of advertising material and organization of publicity.

Mr. Smith, president of the C. H. Smith

Company, gave us an estimate of the number of students required in each department, and from our student body we selected those whose training and personality seemed most suitable. For example, the work on the switchboard and in the cashiers' cage we delegated to girls who were known to be accurate, thoroughly dependable, and definitely wide-awake. For merchandising of printed, flannelette, cotton, and other piece goods, we chose girls trained in the dress-making department. Tall, courteous, and attractive young men took on the duties of the floorwalkers. By this method a complete staff was organized.

For the training of students, Mr. Smith provided the teachers with actual sales books as used by the regular clerks. These were



supplemented by mimeographed exercises to drill the students on the proper procedure in handling all kinds of sales and in the use of the tube system. This project gave all the senior commercial students an excellent exercise in office practice and merchandising. In the meantime, the floorwalkers visited the store and became familiar with the location of the various departments.

Saturday, November 18, 1939, was designated as "Vocational School Day at Smith's." Throughout the preceding week several students from the art department dressed the various windows of the store. A card bearing the student's name was placed in the window that he had dressed. Simultaneously, other students from the art and printing departments co-operated with the commercial students in designing, laying out, and copying the special advertisements that were to be placed in Friday's paper. Each student's contribution of copy or design was identified with his name (see page 874).

Each page of the two-page advertisement was headed "Vocational School Day at C. H. Smith's" in a very attractive design made by students in the art department. A message to the public from W. D. Lowe, principal of the Windsor Vocational School, and a picture of the school were placed in prominent positions. Each ad box displayed the name of the pupil who wrote the copy. The *Windsor Daily Star* co-operated most heartily in the venture, and on Friday afternoon photographs were taken of students in action, which appeared in Saturday's paper. These were accompanied by a very fine account of the project. The article that appeared in the paper was as follows:

#### JOIN STORE FOR A DAY

#### *Smith Company Gives 200 Students Test in Business*

Windsor's employment figures took a leap today when 200 young men and women became actively associated with the activities of the C. H. Smith Company. Almost every regular em-



(Courtesy of the Windsor Daily Star)

GEORGE F. DEAN IS TEMPTED TO BUY A BOOK FROM FRANCES BARDEN



# VOCATIONAL SCHOOL DAY

This Heading Drawn by Eddie Robinson

## C. H. SMITH'S

Largest for This Town

Done by Ed Branch



## Shop Saturday For Timely Values—2 Pages Tonight—See Back Page Also

**Editorial on Vocational School Day**

They are indignantly invited to attend... (text continues)

J. M. DOWLING

**Men! See These Handsome Fashion Craft Suits**

**27<sup>50</sup> 30<sup>00</sup> 35<sup>00</sup>**

There is a fine craftsmanship in every detail... (text continues)

COPIES BY JOHN JACKO

**Up to the Minute Styles in Warm Overcoats**

**17<sup>50</sup> 22<sup>50</sup> 25<sup>00</sup>**

Smart overcoats, a dressy Chesterfield and... (text continues)

COPIES BY JOHN JACKO

Hosiery, English

Men's 40 Wool


Men's 40 Wool

Men's 40 Wool

Men's 40 Wool








# VOCATIONAL SCHOOL DAY

This Heading Drawn by Al Pininger

## 2 Pages Tonight! See Page 11 Also!




**These Dresses Have Everything Smart Juniors Want!**

Specially Chosen For Vocational School Day

**10.95 and 12.95**

Sweet, with ribbon hair... (text continues)

COPY BY VIVIAN KELBY




**Budget Shop Fashion Finds**

Beautiful

**CREPES and WOOLS**

Starts 11.20

**6.90 to 9.98**

Wools for the Evening and Morning... (text continues)

**DRESSY FROCKS**

In New Shades

**6.98**

Crepes, Tulle, Stripes... (text continues)

COPY BY VIVIAN KELBY

**Women's Full Fashioned Clifton Hose**



Splendid Proof

Long Running

**79¢**

First quality silk in the top... (text continues)

**Vocational Day Special**



**Fur Felts and Velours**

Fur Felts, Velours, and... (text continues)

**5.00**

Special: Wool Felts, Saturdays 1.10


**Women's Handbags**

**at 3.98 and 1.98**

**at 1.00**

**Women's Kayser Gloves**



**1.00**

**Saturday Is Children's Day**

ADVERTISEMENTS IN THE WINDSOR DAILY STAR, PREPARED BY STUDENTS OF WINDSOR-WALKERVILLE VOCATIONAL SCHOOL

ployee assumed guardianship of a student of the Vocational School in one of the most unique experiments Windsor has known.

### *Front-Line Experience*

The idea behind the increase in sales staff was to give specially selected students of the Vocational School firsthand knowledge of the operation of a large mercantile business; to let them experience the actual conditions that will confront them after they have left school, and have begun to carve careers for themselves.

The experiment was a success. Customers remarked time and again on the unusual ability of the newcomers to the world of business. Under the expert tutelage of experienced members of the regular staff, the students soon acquired the well-known Smith Personality Smile; soon fitted into the business channels to which they were assigned. Salespeople were loud in their praise of the efficient manner in which the business tyros acquired the fundamentals of merchandising.

### *Wear School Colors*

The students wore the school colors. Those interested in nursing were assigned to the drug department. One girl, ambitious to be a dietitian, became associated with the lunch department. Mechanically inclined youths became operators of the parking lot or the electrical toy department. School athletes became employees in the sports section. The students sold everything from shoelaces to fur coats, and they did it well.

It was a gala day; and the students, who generally covet their Saturday holiday, voted unanimously to stay on the job until the closing hour, 9 o'clock.

C. H. Smith, president of the company, praised his new one-day staff. He said: "We are glad to be able to co-operate with the Vocational School in this experiment, partly because we know the experience will prove valuable to those who later intend to become associated with this particular business, and also because of the extremely high regard we entertain for the school itself and its officials.

"The idea, while new to Windsor, originated in several of the larger American stores, with the idea of giving youth an opportunity to gain practical experience through actual business participation. These stores arranged with the students in their cities to become voluntary employees for a day. It worked well for both the store and the students.

"It is quite safe to say that out of a class of students of this kind will develop men and women for important mercantile positions. We are hopeful, too, that from this group of students, by observing them today, we may be able to select a number to work as extra employees on sales days and Saturdays, while continuing their studies at school.

"The experiment is proving a success. The cus-

tomers have not been too critical of the students who are learning by participation, and we hope to make this day an annual one."

Quotations from the students' paper, *Tower Topics*, show how they reacted to the occasion:

### **VOCATIONAL SCHOOL DAY GOES OVER BIG**

#### **C. H. SMITH COMPANY WELL PLEASED**

Vocational students again proved their efficiency and ability to the C. H. Smith Company and the general public.

The boys and girls of our school certainly did their work well when they were at the C. H. Smith store on Saturday, November 18. During the day many of our students worked in the various departments of the store. Some behind the counters, desks, cashiers' cages, switchboard; others as floorwalkers; some sold linoleum.

While interviewing the students, we found that they were unanimous in expressing their appreciation for an opportunity to learn something about business through actual experience.

This co-operative venture is proving to be an excellent means of bringing the school into closer relationship with business. It also enables the students to learn by experience how a large mercantile organization functions. The students are given an opportunity to display their abilities and make contacts that might lead to temporary or permanent employment. The store benefits through the interest of students, parents, and friends, and from the good will established in the minds of the "Citizens of Tomorrow."



**EARL STRONG** has been appointed director of business education for the public schools of Washington, D. C. His appointment becomes effective July 1.



Mr. Strong has been in charge of business-education courses at the University of Iowa since 1938. At present he is on leave of absence and is engaged in graduate studies at New York University. Last semester he finished graduate courses at Harvard.

As director of business education in Washington, he will head a department numbering approximately 175 teachers of business subjects.

# A Stenographic Rating Scale

DAVID J. BARON

**EDITOR'S NOTE:** Only a part of the Baron Stenographic Rating Scale<sup>1</sup> can be shown here, because of space limitations. Mr. Baron has divided his scale into the following parts: Form A, for classifying stenographers in five groups, from "Excellent" to "Unsatisfactory"; Form B-1, a rating scale on character traits; Form B-2, a rating scale on performance of various duties; and Form C, by means of which the judgments obtained through Forms A, B-1, and B-2 can be correlated and interpreted. Mr. Baron has also prepared directions for taking a single rating or periodic ratings and complete instructions for interpreting these ratings.

Space limitations will permit publication here of only Form B-1, a rating scale on traits, and that part of Form C which applies to it.

Stenographers may rate themselves; teachers or school placement officers may rate students; or personnel officers may rate employees to determine which ones should receive pay increases.

Readers who are interested in using the complete scale and teachers' handbook are invited to send inquiries to the BUSINESS EDUCATION WORLD.

SIX years of research involving the ratings of stenographers in service, statistical treatment, and revisions culminated in the Baron Stenographic Rating Scale. The scale is objective and complete, yet easily and quickly attains its goal.

The scale consists of three parts: brief paragraphs to assist a rater in determining the general classification of a stenographer, a series of graphic rating scales, and a summary sheet. *The only writing necessary is a series of check marks.* The degree of development in those traits and duties that are considered significant by businessmen is vividly demonstrated on the summary sheet, which serves as a profile of the stenographer or the stenographic student being rated.

The duties listed in Form B-2, which is

not shown here, are as follows: Filing, telephoning, editorial, meeting and handling people, financial and bookkeeping duties, mailing, speed in taking dictation, typewritten arrangement of material, transcription, and miscellaneous duties.

The arrangement of material in the rating scale for duties is the same as in Form B-1, the rating scale for traits.

Medians on the summary sheet are based on correlations of general and detailed ratings of 250 stenographers in 79 firms<sup>2</sup> greatly diversified in size, nature of business, and geographic distribution. A number of these firms are national and international in prominence.

This stenographic rating scale is a definite step toward uniformity in the rating of stenographers and stenographic students. Persons interested in detecting and overcoming their weaknesses may do so by rating themselves according to this scale. Teachers may employ it periodically to check development of their students in traits and skills and as a scientific tool for recommending their pupils to prospective employers. It is of great value to employers and personnel directors desirous of tangible evidence for rating stenographers on the job for purposes of hiring, promotion, recommendation, pay increases, and for the periodic checking of their efficiency.

Reliability is .8130.

◆ **About David Baron:** Degrees from University of Chicago and State University of Iowa; further graduate work at Northwestern and the University of Southern California. Head of the commercial department, Abraham Lincoln Junior High School, Rockford, Illinois, and teacher of Gregg Shorthand, Rockford Evening High School. Formerly director of business-practice courses at J. Sterling Morton High School, Cicero, Illinois, and in charge of Gregg Shorthand curriculum at Crane Technical Evening School, Chicago. Member of Pi Omega Pi. Has been sales clerk, office clerk, stenographer, and junior accountant. Enjoys music, travel, athletic activities.

<sup>1</sup> Copyright, 1939, by David J. Baron.

<sup>2</sup> This is the same number of firms used in the U. S. Department of Labor study of common causes of discharge of office and clerical workers, published in 1936.

### Instructions for Using Form B-1

On Form B-1 are listed a number of personality traits that should be considered in rating a stenographer. Consider what degree of each trait your stenographer displays, and place a check mark above the solid line within one of the five divisions. The descriptive phrases will assist you in determining where to place your check mark. An example of the rating is shown at the bottom of Form B-1, also.

Do not allow personal prejudice or some distressing incident to influence your rating. Neither should any especially cordial feeling toward a stenographer color your estimates. An excellent stenographer may be weak in some trait while very strong in others; conversely, a poor stenographer may have some commendable qualities. To make this rating beneficial to employers, stenographers, and stenographic students, the ratings must be very impartially and thoughtfully made.

Remember, be impartial! When rating for one item, disregard all the other items and rate for that one trait only.

Form B-1 is given on the following pages.

### Instructions for Using Form C

The rating made of the stenographer on Form A (not shown) is transferred to Form C as a check mark in one of the five squares across the top.

After Form B-1 has been filled out, the information contained in it is transferred to Form C. In this form, M stands for the median in each classification. Satisfactory development in a classification is indicated when the check marks falls on M. Desirable superior development for that classification is indicated when a check mark falls to the left of M.

If a check mark falls to the right of M, the person being rated needs to develop in that trait in order to reach the median for that classification. The statement starred\* in Form C means that a check mark should also be placed before the trait named if the rating check mark falls to the right of M.

One copy of Form C may be used several times if ratings are made periodically, each new rating being transferred with a piece of carbon paper of a color different from those used before.

### BARON STENOGRAPHIC RATING SCALE

#### FORM C

Date \_\_\_\_\_ and \_\_\_\_\_

Summary of Stenographic Rating of \_\_\_\_\_

Should improve in TRAITS checked*	<input type="checkbox"/> Excellent	<input type="checkbox"/> Above Av.	<input type="checkbox"/> Average	<input type="checkbox"/> Below Av.	<input type="checkbox"/> Unsatisf'y
Dependability.....	M	M	M	M	M
Co-operation.....	M	M	M	M	M
Courtesy.....	M	M	M	M	M
Initiative.....	M	M	M	M	M
Tact.....	M	M	M	M	M
Accuracy.....	M	M	M	M	M
Originality.....	M	M	M	M	M
Orderliness.....	M	M	M	M	M
Interest in Work....	M	M	M	M	M
Speed.....	M	M	M	M	M
Personal Appearance.	M	M	M	M	M
Resourcefulness.....	M	M	M	M	M
Neatness of Work....	M	M	M	M	M

1st Rater \_\_\_\_\_ Approved by \_\_\_\_\_

2nd Rater \_\_\_\_\_ Approved by \_\_\_\_\_



# BARON RATING SCALE FOR STENOGRAPHERS

## FORM B-1—TRAITS

(See pages 876-877)

<b>DEPENDABILITY:</b> How regularly work is produced on time; degree of completeness of work.	Work is complete in every detail and all ways done on time	Rarely fails to get work done on time. Work almost always complete	Work usually in on time; nothing important omitted	Work is late most of time; sometimes is incomplete	Work chronically late; frequently incomplete
<b>COOPERATION:</b> Ability to work with other employees and clients.	Always works well with anybody	Works well with others most of the time	Gets along fairly well when working with others	Occasionally stirs up unnecessary friction	Antagonizes other workers
<b>COURTESY:</b> Consider the recognized standard of behavior towards others and how favorable an impression her actions create.	Excellent knowledge and constant practice of best office and social etiquette	Discourteous only when justly aggravated or perplexed	Has occasional lapses in manners	Poor manners sometimes evident	"Downright" rude
<b>INITIATIVE:</b> Sees problems that have to be done and goes ahead with them.	Sees difficult problems and undertakes them efficiently	Anticipates and attacks all but unusual problems	Sometimes discovers problems but does not always attack them well	Sees only the obvious; then does them only if they are simple	Fails to realize existence of a problem until it is encountered; is at loss for solution
<b>TACT:</b> How well can she handle difficult situations? How well does she choose the correct course of action under trying conditions without offending others?	Trying situations adequately, gracefully and smoothly met	Smooths over most difficult situations	Meets most situations discreetly and without hurting feelings of others	Often is offensive	Antagonizes through thoughtless acts
<b>ACCURACY:</b> How much can you depend on her work being correct?	Sees that all letters are perfect before they go out	Rarely lets unchecked letters go by	Work sometimes contains unchecked errors	Work is good one day and inaccurate the next	Work must always be proofread
<b>ORIGINALITY:</b> Consider the value and number of ideas she suggests.	Always seems full of excellent ideas	Frequently strikes upon good ideas	Occasionally suggests, but some ideas are impractical	Very rarely gives good suggestions	Never has any ideas of importance

**ORDERLINESS:** Consider neatness of desk and contents as opposed to neatness of work and personal grooming.

**INTEREST IN WORK:** Degree of application and desire to increase efficiency.

**SPEED:** Consider quantity of work produced as separate from accuracy, neatness and arrangement, which are rated elsewhere.

**PERSONAL APPEARANCE:** Consider posture, grooming, carriage and clothing.

**RESOURCEFULNESS:** Having a number of ways of solving a task.

**NEATNESS OF WORK:** Consider the finished product aside from accuracy and arrangement of material, which are rated elsewhere.

Internal and external condition of desk always in best order	Can always find things needed and almost always has well-arranged desk	Appearance of desk and contents compares favorably with others	Desk and contents frequently disarranged	Desk and working materials messy
Wants to do all she can for her company	Interest in work clearly demonstrated	Monotonous or difficult work causes loss of interest	Does no more than required	Merely interested in financial gains
Exceptionally speedy	Superior output	Moderately fast	Produces less than most other workers	Produces just enough to get by
Immaculate grooming; excellent taste in clothing; erect posture and carries self well	Carefully groomed; good taste in clothing. Carries self in very businesslike manner	Presentably dressed, usually carefully groomed. Carries self well as a rule	Inappropriately dressed; careless posture and carriage; poor grooming	Clothing noticeably needs cleaning or repair; poor grooming; slouchy posture and carriage
Can think of many different ways of solving problems	Discovers several alternative solutions	Able to figure a few alternative solutions	Very limited ability to formulate alternative ways of doing things	Can think only one way and if no good, is helpless

#### EXAMPLE OF THE RATING:

##### ACCURACY:

Sees that all letters are perfect before they go out	Rarely lets checked letters go by	Work sometimes contains un-checked errors	Work is good one day and in ways be proofread	Work must accurately the next
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The rater in the above example considers his stenographer produces work of a very high degree of accuracy, so a check mark was placed near the high-degree end of the rating scale.



## Let the Punishment Be Proportioned To the Crime<sup>1</sup>

WILLIAM E. HAINES

A RECENT Hollywood epic portrayed two heavily guarded, manacled men on their way to the state penitentiary. One, a wealthy stock broker, was about to begin a three-to-five-year sentence for the embezzlement of huge sums of his clients' funds. The other, a petty thief, was starting a five-to-ten-year term for robbing a slot machine.

The irony of the remonstrations of the latter, as they entrained for the "big house," produced the desired cinematic effect. The audience was quick to catch the humor in such a situation, perhaps with the moral justification that it was only a movie anyway.

A great American humorist once said that all humor is based upon human error. In that case, the moviegoers were entitled to laugh. The trouble was that they laughed, not at the man who made the error—the judge—but at the poor fellow who got the long end of the sentence.

It is not the intention of this writer to question the judicial acts of the screen judiciary. As a matter of fact, it is not unlikely that the producers intentionally included the shot for very good reasons of their own.

So that the punishment might be proportioned to the crime, the law usually sets minimum and maximum limits for jail sentences and fines. In addition, the court is often given the discretionary power of administering either or both. If a person is convicted on several counts, the court has the added prerogative of allowing the sentences to run concurrently. Still another power vested in the judge is the right to suspend sentence. In cases where the weight of evidence is unmistakably on one side, he may even direct the jury to a verdict.

These powers seem to have been designed to enable the court to fit the punishment to

the crime. Only through the discretionary application of the law could widely varying circumstances be taken into account.

Let us take, for example, the case of the two men to whom we referred above. On the surface, the stock broker was getting preferential treatment. This, we should be quick to conclude, was due to his position and affluence. Yet the judge probably weighed many factors that were not evident at the railroad station.

Perhaps it was a first offense for the broker, whereas the petty thief may have had a long criminal record. The age and the state of health of the convicted men may have been important considerations. A respected, influential first offender would have difficulty in rehabilitating himself after a long prison term. It may be that his ability to make restitution after leaving prison would be better after a few years than it would be after a long sentence.

These are but a few of the variables the judge may have weighed in arriving at his decision.

The task of fitting the punishment to the crime is, at best, not an easy one. The story of punishment is a gruesome tale. Man has invented some devious methods for punishing wrongdoers, and the inhuman devices of a century or two ago seem almost incredible to us today. Whether extreme measures of punishment serve as a deterrent is still a moot question. The modern penologist is more apt to think in terms of human reclamation. Severe sentences may do much to produce the very thing that society is trying to avoid.

Some persons may hold that the foregoing maxim is out of tune with present-day penology. It might one day be rewritten something like this: "Let the punishment be proportioned to the best interests of the convicted and of society."

<sup>1</sup> *Culpae Poena Par Esto*



## What Is Your Radio Problem?

DOROTHY  
M.  
JOHNSON

**T**HIS month, our radio department is devoted to spring cleaning. The important odds and ends that simply could not be squeezed into these pages in previous months shall have their moment now. I have no hope that anyone will ever hold this article up to students as a shining example of unity in composition; it has been composed in the midst of the thousand and one distractions incident to this time of the year.

One of the chief difficulties in utilizing regular broadcasts for educational purpose is lack of information about what programs are scheduled and when. Thus far, there is no complete solution to this problem, and we cannot expect to find one until educators, teachers' associations, and broadcasters unite in complete co-operation. The following-named publications may help you to make listening assignments, but remember that not many programs concern business education. Until we get busy and create and produce such programs, this scarcity will continue.

### ***Published Program Listings in Education***

NBC publishes an advance program of educational broadcasts entitled *NBC Presents*. You can be put on the mailing list. Write to Miss Grace Johnson, Room 411, National Broadcasting Company, Radio City, New York, N. Y.

CBS publishes a monthly bulletin called the *CBS Student Guide*. Although it is not available for general distribution, it will be sent to school superintendents, principals, department heads, librarians, and others in executive positions. Address Educational De-

partment, Columbia Broadcasting System, 485 Madison Avenue, New York, N. Y.

The American Association of School Administrators publishes a radio calendar listing educational *sustaining* programs only. The next edition will be ready in November, 1940. We'll remind you of this again in the fall.

### ***Other Educational Radio Publications***

The Federal Radio Education Committee, of which U. S. Commissioner of Education John W. Studebaker is chairman, publishes the *FREC Service Bulletin*. It is sent to managers and executives of radio stations and to a selected list of educators. It does not list programs. A new feature of the *Bulletin* is an information exchange. If you want to ask questions or announce helpful discoveries, or if you have educational scripts that you are willing to make available for other teachers, write to J. Kenneth Jones, Federal Radio Education Committee, Federal Security Agency, U. S. Office of Education, Washington, D. C.

Write to the same committee for the fourth edition of the catalogue of the Educational Radio Script Exchange, and send 10 cents in coin. More than five hundred radio scripts may be borrowed from the Exchange. Of particular interest to commercial teachers are six dramatizations on vocational guidance and ten dramatizations in a series entitled "Planning Your Career."

*Education by Radio* is a quarterly bulletin published by the National Committee on Education by Radio, 1 Madison Avenue, New York, N. Y. It reports on educational radio activities and makes constructive recommendations; it does not list programs. The editor is S. Howard Evans.

### ***What Has Been Done Can Be Done***

In order to give you encouragement in the bleak hours when you may doubt that

radio can be put to extensive use in commercial education, we have gathered some facts about programs that have been produced successfully.

A series of programs for high school students was presented by Indiana State Teachers College, Terre Haute, in 1938-1939, under the direction of Dr. Clarence M. Morgan. Accounting, law, and commercial education abroad were among the subjects treated.

In Sioux City, Iowa, where schools participate in a broadcast once a week, the co-operative retail-selling program was publicized in an interview between a student and Miss Mary Williamson, who was in charge of the co-operative program. (Miss Williamson is now retailing co-ordinator of the public schools of Richmond, Virginia.)

Consumer education has received more attention than any other subject in our field, if we can judge from reports received. The N.E.A. Department of Business Education produced a consumer-education broadcast in the "Our American Schools" series in 1939. Dr. Herbert A. Tonne, of New York University, spoke on this program. Copies of the script, which can be adapted for school use, may be obtained free from Dr. Belmont Farley, National Education Association, 1201 Sixteenth Street, N.W., Washington, D. C.

R. H. Macy and Company's "Consumer Quiz Club," a noon program broadcast to the New York metropolitan area, has been adopted as part of the course of study in at least one high school, although it is a commercial presentation. Incidentally, groups from schools and clubs may compete in this quiz program. If you teach near New York City, write to Macy's for information.

Guidance programs have been many. They continue to be both popular and instructive. NBC's series, "On Your Job," prompted the publication of a handbook containing synopses of the scripts, book lists, and a guide by Dr. Harry D. Kitson. Single copies are 10 cents apiece, from Columbia University Press, Morningside Heights, New York City.

The script of "The Secretary," one of

CBS's "Americans at Work" series, has been published and is available at 10 cents a copy from the Gregg News Letter, 270 Madison Avenue, New York, or Columbia University Press.

Herbert Hadel's weekly placement program, "Let's Go to Work," over the Mutual Broadcasting System, was described in the *BUSINESS EDUCATION WORLD* for May (pages 748-751). We mention it here as a reminder.

New York University's series of forum discussions, "Diplomas and Jobs," arranged and directed by Dorothy N. Davids, included three programs of particular interest to business educators—"Careers in Education," "Careers in Merchandising," and "Careers in Banking." You can get copies of one or more of the mimeographed transcripts by writing to "Diplomas and Jobs," New York University, Washington Square, New York City. The transcripts will help you in preparing programs of your own.

### *About That Questionnaire*

Back in January, 1940, we published in this department a questionnaire on radio in commercial education. Sad to say, there were not many answers to it.

*Education by Radio* said, right on its front page, that the questionnaire was a good one:

Miss Johnson readily establishes the fact that business education is not making effective use of radio. Then she proceeds to show how this subject can be put on the air and what needs to be done to make broadcasts of it alive and forceful.

The pattern of reporting which Miss Johnson has developed could be used profitably by other editors in pointing out the opportunities offered by radio in the fields of education about which they write.

Why, then, didn't we get more answers? Not because of lack of interest among business educators. You should see some of the letters that come to this department from teachers who have been assigned to "put on a program"—very simple, as the principal casually phrases it! With little time, scant experience in radio, and students for performers, they have to "put on a program"—and they do. They are vitally interested!



No, I think the reason answers were few is that the idea of using radio in business education startled most people.

Arthur Gaskill, of the Knights of Columbus Business School, New York City, reported that he had taught Gregg Shorthand for more than two years over Station WNYC, for students and for unemployed persons who wished to keep in practice. A high school teacher in Connecticut who followed the broadcasts reported to Mr. Gaskill that her students showed marked improvement in speed and accuracy.

Mr. Gaskill believes that all the subjects listed in the questionnaire<sup>1</sup> could be taught by radio if properly presented, and would add to the list "reading for pleasure or profit." Personal-use programs for adults would be popular, he thinks, but programs for students would require the support and co-operation of local boards of education.

Clyde Blanchard taught shorthand for personal use by radio over Station WNYC several years ago, with several hundred persons enrolled.

Archibald Alan Bowle<sup>2</sup> reports that shorthand contests have been broadcast over four stations in the New York metropolitan area by the New York Gregg Shorthand Teachers' Association. Mr. Bowle agrees with Mr. Gaskill that all the subjects listed in the questionnaire could be taught by radio, and suggests also general business training. Mr. Bowle thinks teachers and their professional organizations should initiate activity in business-education broadcasting.

Dr. James Meehan, of Hunter College of the City of New York, recommends that touch typewriting be taught by radio, instruction to include key location, stroking, rhythm drills, etc. He suggests more radio dictation for shorthand writers, too.

In this connection, someone said, "But wouldn't private business schools object?"

<sup>1</sup> Shorthand, typewriting, bookkeeping, business law, salesmanship, business letter writing, economic geography, consumer education, personality development, job placement.

<sup>2</sup> For complete instructions about administering a radio shorthand contest, see "How to Conduct a Radio Shorthand Contest," by A. A. Bowle, on page 611 of the *Business Education World* for March, 1940.

Personal-use business education for adults could hardly injure the enrollment of any school. Besides, what's to keep private schools from using radio to advertise directly the training they offer? Think of the possibilities of radio dramatizations, the advertising value, the human interest! Local stations would carry the message to just the limited region in which prospective students live, too. Has any private school used this medium, I wonder?

Another suggestion for shorthand came from James W. Kestol, director of commercial education in the Darien (Wisconsin) Consolidated Schools. He recommends that an interesting serial story be dictated daily for ten minutes a day over a period of one or two weeks, with prizes offered for the most accurate transcripts. Mr. Kestol also suggests popular tests in economic geography and commercial law, with ten or twenty questions so interesting that everyone will listen, whether or not everyone takes part; correct answers with scores for "excellent," "good," etc., to be given by the director of the program.

### *Please Tell Us Your Plans*

Other ideas for programs have come from teachers. I hope you will believe me when I say that you can even make a Comptometer demonstration impressive over the radio! This was done in conjunction with shorthand and typewriting demonstrations, in which, believe it or not, the audience was able to participate just to make things more exciting. There may be limits to the possibilities of radio in commercial education, but we have not approached them yet.

We promise you more constructive suggestions for next year. Why not plan your radio activities this summer, and write to me about what you intend to do?

This monthly column is only part of the radio advisory service of the BUSINESS EDUCATION WORLD—the greater part of the service is carried on through correspondence. Do write to me about your radio troubles and triumphs.

May you have a pleasant and profitable summer!



# ANNUAL BANQUET OF THE CENTRAL

(See also page 884)

At speakers' table (reading left to right): Miss Helen L. Bauman, Minneapolis Board of Education; Henry J. [unclear], [unclear] Wilmington, Ohio; Ernest R. Maetzold, president of the Association; M. [unclear]



# CENTRAL COMMERCIAL TEACHERS ASSOCIATION

(pages 886-887)

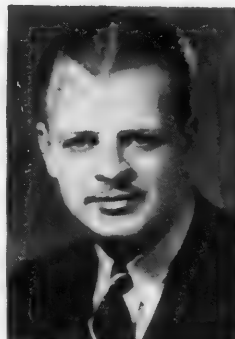
Mr. J. Bessen, Minneapolis Board of Education; Dr. John Robert Gregg; Mrs. John Robert Gregg; "Dusty" Miller, ...; Miss Viona C. Hansen, Central High School, Grand Forks, North Dakota.



# C.C.T.A. Holds 35th Annual Convention

E. R. MAETZOLD  
*Outgoing President*

DR. L. V. DOUGLAS  
*Incoming President*



THE Central Commercial Teachers Association held one of the most successful meetings in its history at Minneapolis, April 12 and 13, under the direction of its president, E. R. Maetzold, secretary-treasurer of the Minneapolis Business College. Miss Irene M. Kessler, of Gates College, Waterloo, Iowa, secretary of the Association, reported an actual registration at the convention of 426 members. President Maetzold stated that this was the largest registration ever attained at any meeting of the association.

The day before the opening of the convention was devoted to a Private School Managers' program, combined with a regional meeting of the National Association of Accredited Commercial Schools. O. M. Correll, president of the Minnesota School of Business, Minneapolis, was the general chairman of this program; and S. J. Shook, of the Topeka Business College, presided.

The guest speaker at the private-schools banquet was George E. McClellan, of the Littleford-Nelson School of Commerce, Cincinnati, and a past president of the National Commercial Teachers Federation.

A general reception for Association members was held on the evening of April 11 at the Hotel Nicollet. The program for that evening was arranged by Miss Margaret E. Andrews, of the North High School, Minneapolis, and consisted of student talent from all the high schools of that city.

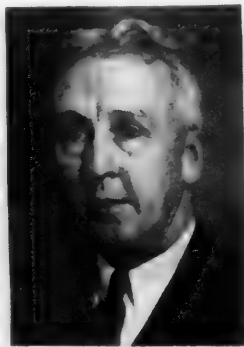
The conference program proper began on the morning of April 12 with a general assembly presided over by President Maetzold. Carroll R. Reed, superintendent of the Minneapolis Public Schools, gave the address of welcome. Paul H. Carlson, Arnold E. Schneider, and Charles Copeland Smith addressed the assembly on business subjects of timely interest. A general luncheon followed the morning assembly, presided over by Dr. Lloyd V. Douglas, of Cedar Falls, Iowa, first vice-president of the Association.

The afternoon program was devoted to sectional meetings and round-table discussions under the leadership of Chairmen Arnold E. Schneider, of St. Cloud Teachers College, and T. E. Backstrom, of the Minneapolis Business College.

The Association's annual banquet was held that evening. The banquet address was



IRENE KESSLER



W. M. OATES



MILDRED ELAM



E. A. ZELLIOTT

delivered by "Dusty" Miller, inspirational and humorous speaker of Wilmington, Ohio. Dr. John R. Gregg, guest of honor, spoke reminiscently on his memories of the early days of the Association.

The program for the second day's meeting consisted of sectional meetings and round-table discussions, followed by a general session. Viona C. Hansen, of Central High School, Grand Forks, North Dakota, and Floyd W. Hancock, of the Marshalltown (Iowa) High School, second vice-president of the Association, had charge of the sectional meetings.

There were two addresses at the general session. Dr. Lloyd V. Douglas spoke on "The Place of the High School in Training Students for Business." George A. Selke, president of State Teachers College, St. Cloud, Minnesota, spoke on "The Integrated Program of Education."

The following officers were elected for the ensuing year:

*President:* Dr. Lloyd V. Douglas, director, department of commercial education, Iowa State Teachers' College, Cedar Falls, Iowa.

*First Vice-President:* Miss Irene Kessler, Gates College, Waterloo, Iowa.

*Second Vice-President:* W. M. Oates, Nettleton Commercial College, Sioux Falls, South Dakota.

*Secretary:* Mrs. Mildred Elam, Capital City Commercial College, Des Moines, Iowa.

*Treasurer:* Miss Leora Johnson, Cedar Rapids Business College, Cedar Rapids, Iowa (re-elected).

*Executive Committee:* Ernest A. Zelliot, director of commercial education, Des Moines (Iowa) public schools (unexpired term); Ernest R. Maetzold (unexpired term); Lloyd V. Douglas.

Much of the success of the convention is properly accredited to the exceptionally efficient work of the local committee, consisting of the following members:

Armas Pelto, Dorothy G. Nash, Albert B. Opper, Lucille G. Mo, Harvey F. Wagner, Margaret E. Andrews, Alpha Irgens, Charles F. Lombard, Georgia Scott, Harriet Forth, W. E. Kamprath, Mrs. J. M. Balzar, E. L. Bergquist, E. J. Bussey, Esther A. Larson, Pearl W. Kinman, Mrs. J. P. Peterson.

The meeting place of the Association for next year will be decided by the executive committee in the near future.

J. PERCY PAGE, principal of McDougall Commercial High School, Edmonton, Alberta, has been elected to the Legislative



Assembly of Alberta as one of Edmonton's five representatives. He stood second among the nineteen contestants and polled the fourth highest vote ever recorded in Edmonton. In view of his long service with the Edmonton Public School Board, he has been unanimously granted leave of absence from his school duties to

attend the sessions of Parliament.

Mr. Page was born in Rochester, New York, of Canadian parents. He is a graduate of Ontario Normal College and of Queen's University. In 1912 he introduced commercial subjects into the Edmonton high schools. Recognized as an authority on commercial education and as an author, especially in office training, he is famed throughout the sports world as coach of the Edmonton "Commercial Grads," official world's basketball champions among girls. During the past sixteen years this club, with a constantly changing personnel, has won 516 official contests out of 540 played. The girls have traveled more than 125,000 miles and have played in the Olympic Games in Paris, Amsterdam, Los Angeles, and Berlin.

Business educator, athletic mentor, and legislator, Mr. Page lives a busy, well-rounded, and useful life.

DR. Hamden L. Forkner, recently elevated to a full-fledged professorship of education at Teachers College, Columbia University, has had another very important responsibility placed upon his shoulders. He is to take over the directorship of vocational education in addition to the directorship of business education, beginning September 1.



Dr. Edwin A. Lee, the present head of the vocational-education department, has accepted the appointment as dean of the School of Education of the University of California, Los Angeles, effective September 1.



# Wondering AND Wondering



WITH

LOUIS A. LESLIE



HENRY WARD BEECHER once said, "Education is only like good culture—it changes the size but not the sort."

• • Some years ago, the Gregg Association of Los Angeles gave Dr. Gregg a dinner. Among his other remarks at the dinner is a paragraph that can profitably be read by every shorthand teacher before and after every meal:

Too many people are inclined to believe that brevity of form is the secret of speed when, as a matter of fact, it is not brevity of form that makes for speed—it is the character of the form, the fluency of it, the naturalness of it, whether or not it can be thought out quickly by the brain. After all, shorthand is written in the brain. If your brain can think out an outline or remember it promptly enough, the hand is generally able to execute it.

Those of us who are inclined to rely unduly on an ever-increasing list of short cuts and special outlines should remember that, as Dr. Gregg said, "shorthand is written in the brain." *The hand can assume an extra burden much more readily than can the brain.* Therefore, let us use, as Dr. Gregg recommends, fluent, natural outlines that "can be thought out quickly by the brain."

• • There is much dispute about the value of teaching rules of grammar in an attempt to improve spoken English and about the value of teaching rules of shorthand to improve our shorthand writing skill. One

teacher threw much light on the matter for me when he said, "Grammar *describes*, rather than *prescribes*, the form of the language." Similarly, the rules of shorthand *describe*, rather than *prescribe*, the shorthand forms.

That is why, both in language and in shorthand, we have "exceptions" to rules. They are not "exceptions" in the true sense of the word; they are merely part of the description of the use of the language or the shorthand system.

There are no "exceptions" to the law of gravity. A balloon floating in air may look like an exception, but it isn't. Balloons and airplanes operate strictly according to the law of gravity. Some of us expect that language or shorthand will operate strictly according to the laws of grammar or the shorthand rules.

If we realize, though, that they are not *laws* or *rules* or *principles* at all but simply descriptions, we realize the difference between the natural *laws* to which there is no exception and the grammatical or stenographic *descriptions* that do not have the force of law and therefore permit, not *exceptions*, but *variations*.

Is this a distinction without a difference? I don't think so. We are influenced by semantics. If we think of a statement in the shorthand textbook as a law or rule, we naturally expect that it cannot be broken any more than we can "break" the law of gravity. But if we think of these statements in the shorthand book as *descriptions*, we are less likely to be so inflexible about them.

• • "The facilitation of learning is the basic responsibility of research workers in the psychology of the skill subjects. If the meeting of this responsibility requires the abandonment of much that has passed as learning theory, then false learning theory should be cheerfully discarded in the assurance that a sounder theory will be found to take its place. . . . The test of worth in an educational practice is not whether it conforms, or can be made consistent, with what is now accepted as valid learning theory; rather the test is, 'Does it foster sound learning?'"

These lines appear in the *Journal of Educational Research*, in an article by William Brownell of Duke University. The subject of Mr. Brownell's article is the feeling that many teachers have against the use of any kind of "crutch" or learning aid that may have to be discarded as the pupil becomes more expert. Mr. Brownell presents strong statistical evidence to show that a well-devised "crutch" properly used is actually helpful in facilitating learning and does not bring any measurable bad results.

• • As I sat at the back of a shorthand classroom the other day, I marveled at the way the teacher moved from one type of practice to another. There was never an opportunity for monotony because every few minutes she would take up another type of practice, but without dropping one of those valuable seconds while getting the pupils from one thing to another.

After the period was over, I asked her how she had learned to keep the pupils moving from one thing to another so skillfully without ever losing a second between jobs. She laughed and told me her secret. She said that at one time she had been a first-grade teacher.

It seems that when you are teaching in the first grade you can't teach any one thing very long at a time because the children's attention cannot be kept focused on one thing very long. Also, it seems that you have to get the pupils from one subject to the next in a hurry before they climb all over everything.

Thus from her classes in the first grade she learned the teaching technique that stood her in such good stead in the high school shorthand class—change the subject often and do it in such a way that there is no time wasted in between.

• • Of all places to find sound pedagogic advice—in an article on military strategy and tactics, by Captain B. H. Liddell Hart, the great British military expert!

He says, "For the past has many times shown that there is nothing more fatal to an army or a nation than the instinct to attempt what cannot succeed from the feel-

ing that if it could succeed it would be good."

This has always been my feeling about many of our teaching procedures. How often we try to teach what we know we cannot teach because the results would be so good if we could teach it. Just one example?

We try so hard and so often to teach English vocabulary in our shorthand classes. We know we can't teach every student every new word he encounters but we keep on trying.

How much better to concentrate on the few new words that are absolutely essential and pass over in silence the other words that can't be covered successfully and that cost us so much time when we make the unsuccessful attempt. Of course, a business student must know the business meaning of *negotiable*, but we don't have to insist on trying to make him learn the meaning of *electrolysis*.

• • Be grateful for teachers with a sense of humor! In the *New Mexico School Review* recently a teacher contributed this one: "A mirage is where the little man who wasn't there keeps his car." We hope this finds its way back to N.Y.U., the alma mater of this mysterious homunculus.

• • For some time now, as I have preached my way around the country, I have been pointing with pride to the relatively few secondary schools that do good job-placement work for their pupils and have been viewing with alarm the slowness with which this service is spreading.

Now, in an article in the *Connecticut Teacher*, Charles C. Cring tells us that the first city in America to institute placement service for its secondary school pupils was Boston, which in 1909 "appointed a man to do placement work."

Mr. Cring implies that the next school city to provide placement work was the city of Providence, Rhode Island, in 1916. It seems unbelievable that seven years could have elapsed before the establishment of the second such placement policy, and I should be grateful to any reader who can fill this gap in the history of secondary-school placement—if there is any filling for the gap.

# Contestmania

W. C. MAXWELL

*Manager, International Commercial Schools Contest, Hinsdale, Illinois*

YES, we'll admit that "Contestmania" is an unusual title, but the International Commercial Schools Contest is an unusual contest—even after seven years. On June 20 and 21, the Sherman Hotel in Chicago will play host to hundreds of high school, business college, and university contestants from all over the United States and Canada who will come to test their skill.

Let's go back for a moment to the Chicago World's Fair in 1933—to the first of these contest programs—and see what results were accomplished. The highest school record in typewriting was made at the rate of 96 words a minute, and the highest shorthand transcription rate was made at 27 words a minute. This contest program was the first program to test shorthand contestants on the basis of their machine-production rate, the dictation period being 10 minutes.

At the time, all these records were considered exceptional performances—and they really were. Today, however, looking back over the past seven years of achievement, we must take off our hats to the young men and women who have made such almost unbelievable progress. The contest slogan, "Demonstrating through contest activity the practical trend of commercial education," seems indeed to have become a reality.

It is skill and ability in a high degree that young people must have if they are to keep up with, and advance in, this fast-moving business world of ours. Every year thousands of young men and women graduate from schools throughout the country; and each one of them knows that, if he is to reach the top, he must be more than merely average—he must be superior.

Furthermore, is it not important to have a high mark at which to aim? The outstanding records that have been made during these seven years seem to indicate that to aim at a high mark is *most* important.

Last year at the New York World's Fair,

where the contest was held, the previous typewriting record for novice school contestants was shattered when Miss Gloria Glissmeyer, of Salt Lake City, Utah, wrote at the rate of 97 words a minute. Miss Eleanor Fulton, seventeen years of age, of Salt Lake City, wrote at the rate of 111 words a minute, which is the highest rate ever written by a school contestant.

In the school classification, a 10-minute letter test of set-solid material also is given; and last year a high school senior, Floyd Swink, of Elmhurst, Illinois, wrote at the rate of 91 words a minute, each letter in mailable style.

The shorthand-transcription record has increased from 27 words a minute in 1933 to 75 words a minute.

The World's Champion Amateur 30-minute typewriting event record, 133 words a minute, is held by Miss Grace Phelan, of Pennsylvania. The World's Champion Professional one-hour typewriting event record, 141 words a minute, is held by Albert Tangora, of New Jersey.

These world's records represent a high "shooting mark" at which young men and women can aim. Each year businessmen are becoming more conscious of the higher standards being developed in commercial work; and it follows, therefore, that the students of today must also become *standard conscious*. Once a record is set, it is human nature to try to surpass it. How else do people improve, or how would they know whether they were in the head ranks of their field? Yes, the majority of us will no doubt agree that these records stand as a challenge to business students and employees.

This year, again, hundreds of top-notch commercial students will meet in Chicago (on June 20 and 21) to vie for honors and to break existing records. For complete information regarding this contest, address W. C. Maxwell, Hinsdale, Illinois.

# A Personal Planning Course

Prepared for the Oakland, California, high schools by the following local committee: Dr. William R. Odell, co-ordinator of instruction for adult and secondary education; Irene Griffith and Alfred Mueller, Roosevelt High School; Adeline Evers and William Elder, McClymonds High School; and Eva L. Blum and Frederick Cooper, Castlemont High School.

A "Personal Planning" course for non-college, non-skilled students is offered in four high schools in Oakland. In the first installment of this article, in May, the plan for developing the course was described and the content was outlined. In this, the final installment, materials and presentation are shown.

ORIGINALLY, the principals of the course in Personal Planning had agreed that, if it were to be effective, it should be an activity course rather than a reading course. Accordingly, three successive periods were scheduled for it, and money was provided for only a few copies of a wide variety of books related to the major concerns of the course.

Sufficient funds were made available so that both groups in each school could take a bus trip on the average of once a week, although frequent walking trips to adjacent factories have also been taken. By way of preparation for these trips, the four teachers spent several days in visiting local commercial and industrial establishments that employ large numbers of non-skilled and semi-skilled workers to secure permission for later class visitation and to arrange for speakers to come to the schools.

On the average there has been one outside speaker each week before each group. Four local Kiwanis Clubs and one Rotary Club have co-operated in this aspect of the work, with the result that 145 talks were provided by these groups alone during the past year.

Two school groups made trips to the following types of businesses, industries, and institutions during the first semester:

Court house	Trade school
Hotel	Business school
Automobile plant	Gas and electric company
Food products company	Soap products company
Milk company	Baking company
Candy company	Hosiery factory

Spring and wire company	Laundry
University	Airport
Calculating-machine company	Can manufacturer
Container company	Paint manufacturer
Business-forms printer	Ice company
Pullman Company	Clothing manufacturer

## Occupational Talks

Occupational talks were arranged for the Personal Planning classes by the Occupational Information Service of the Oakland Public Schools. Talks were given by various teachers of the schools on the following subjects:

Auto Sales	Milk Inspection
Aviation	Mortuaries
Banking	Office Employment
Chain Groceries	Paper Industry
Civil Service	Personal Appearance
Commercial Art	Plumbing
Community Activities	Police Department
Cosmetology	Printing and Publishing
Dairying	Radio
District Attorney's Office	Social Security
Entertainment	Textiles
Fire Prevention	Training at a Business School
Gas and Electricity	Training at a Trade School
Individual Guidance	Training for Women
Insurance	Waiting on Table
Laundries	Women's Clothing
Mail-Order Selling	
Men's Clothing	

## Books Found Particularly Useful

- Barrett, *What About Dollars?* McClure Company, Staunton, Virginia, 1936.  
 —, *What About Jobs?* McClure Company, Staunton, Virginia, 1936.  
 Burnham, Jones, and Redford, *The Boy and His Daily Living*, J. B. Lippincott Company, Philadelphia, 1935.  
 Gardiner, *How You Can Get a Job*, Harper & Brothers, New York, 1938.  
 Jordan, Ziller, and Brown, *Home and Family*, The Macmillan Company, New York, 1935.  
 Kitson, *How to Find the Right Vocation*, Revised, Harper & Brothers, 1938.  
 McLean, *Knowing Yourself and Others*, Henry Holt and Company, Inc., New York, 1938.

Ryan, *Your Clothes and Personality*, D. Appleton-Century Company, Inc., New York, 1937.

### Books for Enrichment

- Bailey, *Meal Planning and Table Service*, Manual Arts Press, Peoria, Illinois, 1936.  
Bennett and Sachs, *Exploring the World of Work*, Society for Occupational Research, 3622 University Avenue, Los Angeles, 1937.  
Brick, *Jobs for the Perplexed*, Thomas Y. Crowell Company, New York, 1936.  
Cades, *Jobs for Girls*, Harcourt, Brace & Company, New York, 1930.  
Carlson, *How to Develop Personal Power*, Harper & Brothers, New York, 1937.  
de Schweinitz, *Occupations in Retail Stores*, International Textbook Company, Scranton, Pennsylvania, 1937.  
Filene, *Careers for Women*, Revised, Houghton Mifflin Company, Boston, 1934.  
Floherly, *Youth at the Wheel*, J. B. Lippincott Company, Philadelphia, 1936.  
Gardner and Farren, *The Courtesy Book*, J. B. Lippincott Company, Philadelphia, 1937.  
Giber, *Get That Job*, Frederick A. Stokes Company, Inc., New York, 1932.  
Hodes and Barnet, *It's Your Money*, Reilly & Lee Company, Chicago, 1935.  
Justin and Rust, *Problems in Home Living*, J. B. Lippincott Company, Philadelphia, 1929.  
Kennedy and Vaughn, *Consumer Economics*, Manual Arts Press, Peoria, Illinois, 1939.  
Kitson, *I Find My Vocation*, McGraw-Hill Book Company, Inc., New York, 1937.  
Lawrence, *If I Have Four Apples*, Frederick A. Stokes Company, Inc., New York, 1935.  
Lyster and Hudnell, *Social Problems of the High School Boy*, Steck Company, Austin, Texas, 1935.  
Odell, *How Modern Business Serves Us*, Ginn and Company, Boston, 1937.  
Rexford, *Beyond the School*, Henry Holt and Company, Inc., New York, 1933.  
Wheatley and Mallory, *Building Character and Personality*, Ginn and Company, Boston, 1936.  
White and Wendall, *The Psychology of Dealing with People*, The Macmillan Company, New York, 1936.  
Williamson, *Students and Occupations*, Henry Holt and Company, Inc., New York, 1937.  
Wilson, *The New Etiquette*, Frederick A. Stokes Company, Inc., New York, 1937.

The department of occupational adjustment of the Oakland Public Schools has prepared the following leaflets relating to job getting and job qualifications in the Oakland area for the special use of the Personal Planning classes.

After Graduation—Job Hunting  
The Letter Carrier  
The United States Coast Guardsman

The Calculating Machine Operator  
The Bookkeeper and Accountant  
The Dictating Machine Operator  
The General Office Clerk  
The File Clerk  
Retail Merchandising  
Civil Service Opportunities  
The Duplicating Machine Operator  
The Typist  
The Stenographer  
The Multigraph Operator  
What About Barbering?  
The Service Station Attendant  
The Soldier in the United States Army  
C.P.A.—Certified Public Accountant  
Shoe Repairing  
Ah, Fame!  
Because You Love Swell Clothes  
So It's Money You're After  
You Think You Can Write  
You Like to Go Places  
Man's Work  
Can You Cook?  
You'd Like to See Your Name in Lights  
The Registered Nurse  
State Accredited Schools of Nursing in the Bay Region  
Freight Traffic Management  
Employment Service (Oakland Public Schools)  
National Youth Administration  
If You Expect to Get a Job  
General Outline for Employment Application Letters  
How to Hunt a Job  
Directory of Employment Agencies in the Bay Region  
Jewish Vocational Guidance Bureau  
Jobs at 16, 17, 18?  
Jobs—1936 Graduates  
Social Security  
High School Teaching  
Work Permits  
Trends in Women's Occupations  
Starting Salaries of Office Workers  
Unemployment Compensation  
One Year Later (Follow-up Survey of June, 1937 Women High School Graduates)  
One Year Later (Follow-up Survey of June, 1937 Men High School Graduates)  
Counseling and Training for the Physically Handicapped  
Twenty-Four Jobs  
January 1938 Graduates (Men)  
January 1938 Graduates (Women)  
Merritt Business School in Brief

### Visual Materials

In most of the Oakland schools, one day a week is given over to the presentation of visual materials. The Oakland department of occupational adjustment and the visual department have developed three films—



"How to Hunt a Job," "Twenty-Four Semi-Skilled and Non-Skilled Jobs of Oakland," and "Candy and People Who Make It."

In addition, a large number of available films and slides from outside agencies were used.

The Personal Planning course has now been added in two more Oakland high schools and plans are being made to offer it later in still other schools. The preceding description is generalized, of course, since the content and plan for Personal Planning necessarily differ somewhat from school to school. In no school at present is the course given for three periods, and apparently just as good results are obtained in only two periods daily.

On the basis of experience thus far, it

seems sure that such a program provides certain students with experiences that are tremendously more significant than the traditional high school offering alone provided. Through it the scholastic standing of these students often improves and their attitude toward school undergoes a change.

The teachers of the course agree that the opportunity to know students better through having them for longer periods of time each day, the emphasis upon the genuine concerns of the students, and the use of non-reading activities as the major basis of the course have all contributed significantly to the success of the course. It seems likely that all three techniques could be most effectively extended to still other high school offerings with as good results.

## E. E. Gaylord to Retire

**E.** E. GAYLORD, for forty-one years head of the commercial department of the Beverly (Massachusetts) High School, will retire from active service at the close of the present school year, having reached the age of compulsory retirement under the laws of the state of Massachusetts. Mr. Gaylord organized the commercial department at Beverly High School and has



been the sole director of the department.

Mr. Gaylord was born on a farm near Coleta, Whiteside County, Illinois. Except for two years—from 1872 to 1874, when his father had taken up a soldier's claim in Nebraska only to abandon it as an unsuccessful venture—his childhood and early youth were spent in his native state.

At eighteen he was persuaded by his boyhood friend, the late Horace G. Healey, to go to Northern Indiana Normal School, at Valparaiso, to train for teaching. This decision proved to be significant, for, as a result, Mr. Gaylord made teaching his vocation.

Mr. Gaylord is actively interested in numerous professional associations. For many years he regularly attended the meetings of the National Commercial Teachers Federation. He began attending the annual conventions of the Eastern Commercial Teachers Association in 1899, in which year the convention met at Salem, Massachusetts, and has missed but one of the subsequent meetings. In 1902 he organized the New England High School Commercial Teachers Association and has attended all its meetings, being an active worker in the organization. In 1903, he established the National Commercial Teachers Agency, which he has conducted ever since.

Mr. Gaylord is a frequent and always welcome speaker and toastmaster at association meetings.

Mr. Gaylord plans to devote much of his time to his home and extensive grounds at the top of Prospect Hill, Beverly, overlooking Massachusetts Bay, and to conducting the National Commercial Teachers Agency.

The BUSINESS EDUCATION WORLD joins Mr. Gaylord's many friends and colleagues in extending warm congratulations on his splendid professional achievements and in wishing him a full measure of joy in a leisure that will be equally purposeful.

# SCHOOL-PRIZE WINNERS *in*



Silver trophy cup for Business Letter Writing, High School, awarded to the Albuquerque, New Mexico, High School for the second time. Cash prize of \$10 awarded to Lillian M. Kieke, instructor.



Silver trophy cup for Business Letter Writing, College, awarded to Indiana State Teachers College, Terre Haute. Cash prize of \$10 awarded to Irma Ehrenhardt, instructor.

Silver trophy cup for Office Practice awarded to House of the Good Shepherd, Wauwatosa, Wisconsin. Cash prize of \$10 awarded to Sr. Mary of St. Andrew, instructor.

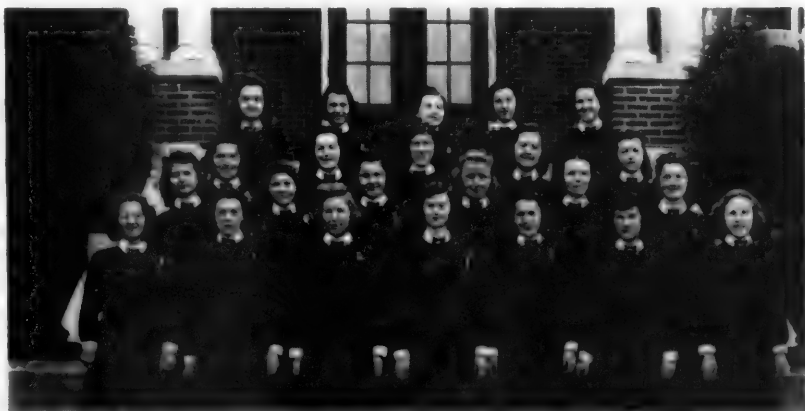


# the B.E.W. PROJECT CONTEST



Silver trophy cup for Personality awarded to St. Mary's School, Lawrence, Massachusetts. Cash prize of \$10 awarded to Sister Anne Therese, instructor.

Silver trophy cup for Business Fundamentals awarded to St. Ann's Academy, Marlboro, Massachusetts. Cash prize of \$10 awarded to Sr. Donald Marie, instructor.



Silver trophy cup for Bookkeeping awarded to Edgewood High School, Madison, Wisconsin, for the second time. Cash prize of \$10 to Sr. M. Alexius, instructor.

# The Winners, Selected from Thousands



**Betty Harrower**

First prize in Letter Writing, College Division. Notre Dame Secretarial School, Montreal, Quebec. Madeline Macdonald, Instructor.



**Velda Hiller**

First prize in Letter Writing, High School Division. Township High School, Joliet, Illinois. Fidelia A. Van Antwerp, Instructor.



**Jewell Grimes**

First prize in Bookkeeping. Township High School, Marion, Illinois. Robert L. Gallegly, Instructor.

## BUSINESS LETTER WRITING (College Division)

### School and Teacher Prize Winners

(Teacher's name in italics)

#### FIRST PRIZE

(Silver Cup to School and \$10 to Teacher)

Indiana State Teachers College, Terre Haute. *Irma Ehrenhardt.*

#### SECOND PRIZE

(\$5 to Teachers)

Bard-Avon School, Baltimore, Maryland. *Mrs. Shirley Brown and Dorothy E. Corbin.*

### Student Prize Winners

#### FIRST-PRIZE WINNER

(\$5)

Betty Harrower, Notre Dame Secretarial School, Montreal, Quebec, Canada. *Madeline Macdonald.*

#### WINNERS OF \$3 AWARDS

Edith Albert, Bard-Avon School, Baltimore, Maryland. *Mrs. Shirley Brown.*

Marion Galloway, The Woman's College of the University of North Carolina, Greensboro. *G. H. Parker.*

Margot LaFetra, St. Joseph's Business School, Lockport, New York. *Sister Marie Frances, S.S.M.*

#### WINNERS OF \$2 AWARDS

Dorothy Bell, Skidmore College, Saratoga Springs, New York. *Sylvia S. Emery.*

Virginia Gardner, The Woman's College of the University of North Carolina. *G. H. Parker.*

Shirley M. Jeppson, L.D.S. Business College, Salt Lake City, Utah. *Kenneth S. Bennion.*

Betty Dunn, Notre Dame Secretarial School, Montreal, Quebec, Canada. *Sister St. Mary of Zion.* Geraldine Rogers, The Woman's College of the University of North Carolina, Greensboro. *G. H. Parker.*

J. Delbert Mullan, Indiana State Teachers College, Terre Haute. *Irma Ehrenhardt.*

Ann Reese, Bard-Avon School, Baltimore, Maryland. *Mrs. Shirley Brown.*

William R. Bitzegaio, Indiana State Teachers College, Terre Haute. *Irma Ehrenhardt.*

Jean Summerbell, Woodbury College, Los Angeles. *Robert D. Parrish.*

Mrs. M. A. Foster, Columbia Business College, Columbia, Tennessee. *Joe Cole.*

Helen Greeley, College of St. Scholastica, Duluth, Minnesota. *Sister M. Victoria, O.S.B.*

Sister Mary Mercy, College of St. Benedict, St. Joseph, Minnesota. *Sister M. Jane, O.S.B.*

### CERTIFICATES OF SUPERIOR ACHIEVEMENT

The Woman's College of the University of North Carolina, Greensboro. *G. H. Parker.*

Skidmore College, Saratoga Springs, New York. *Sylvia S. Emery.*

Woodbury College, Los Angeles, California. *Robert D. Parrish.*

College of St. Benedict, St. Joseph, Minnesota. *Sister M. Jane, O.S.B.*

Saint Joseph's Business School, Lockport, New York. *Sister Marie Frances, S.S.M.*

Wilson Junior College, Chicago, Illinois. *Phyllis M. Conkey.*

Cape Cod Secretarial School, Hyannis, Massachusetts. *Mrs. Miriam A. Darrow.*

Notre Dame Secretarial School, Montreal, Que-

# of Participants in the Project Contest



**Inez McKillip**

First prize in Business Personality. Central High School, Sioux City, Iowa. Bina M. Traxler, Instructor.



**Anita La Bonte**

First prize in Office Practice. Cape Cod Secretarial School, Hyannis, Massachusetts. Mrs. Miriam A. Darrow, Instructor.



**Josephine Hazen**

First prize in Business Fundamentals. Hartford High School, White River Junction, Vermont. Mildred L. Kingsbury, Instructor.

bec, Canada. *Madeline Macdonald* and *Sister St. Mary of Zion*.  
Endicott College, Pride's Crossing, Massachusetts. *Elizabeth Eyster*.  
Henager Business College, Salt Lake City, Utah. *Mrs. Fay Jensen*.  
Cathedral Commercial School, Hamilton, Ontario, Canada. *Sister M. St. Bridgid*.  
Mount St. Bernard College, Antigonish, Nova Scotia, Canada. *Sister St. Mary Donald*.  
Northern Business College, Bemidji, Minnesota. *Mrs. E. M. Sathre*.  
L. D. S. Business College, Salt Lake City, Utah. *Kenneth S. Bennion*.

## **BUSINESS LETTER WRITING (High School Division)**

### **School and Teacher Prize Winners** (Teacher's name in italics)

#### **FIRST PRIZE**

(Silver Cup to School and \$10 to Teacher)  
High School, Albuquerque, New Mexico. *Lillian M. Kieke*.

#### **SECOND PRIZE** (\$5 to Teacher)

Saint Ann's Academy, Marlboro, Massachusetts. *Sister M. Rose Isabel, S.S.A.*

### **Student Prize Winners** (Teacher's name in italics)

#### **FIRST PRIZE WINNER** (\$5)

Velda Hiller, Township High School, Joliet, Illinois. *Fidelia A. Van Antwerp*.

#### **WINNERS OF \$3 AWARDS**

Nadine Christie, Union High School, Sanger,

California. *Bernice E. Brand*.  
Mary Zaworski, Thornton Fractional Township High School, Calumet City, Illinois. *W'abnetah Brummett*.  
Jerry Robert Ptacek, High School, Cudahy, Wisconsin. *D. E. Murphy*.

#### **WINNERS OF \$2 AWARDS**

Rita Chevalier, St. Mary's High School, St. Albans, Vermont. *Sister St. Margaret Maureen, C.N.D.*  
Vivian Mesler, High School, Ecorse, Michigan. *Mrs. Helene Eriksen*.  
Mary Finn, St. Ann's Academy, Marlboro, Massachusetts. *Sister M. Rose Isabel, S.S.A.*  
Elfrida Flores, High School, Cristobal, Canal Zone. *Helen T. Patterson*.  
Eleanor Crew, Windsor Vocational School, Windsor, Ontario, Canada. *Hazel M. Carley*.  
Margaret Wolard, Lourdes High School, Marinette, Wisconsin. *Sister M. Maxelinda, S.S.N.D.*  
Lee Roy Westman, Box W. R., Green Bay, Wisconsin. *Eugene Niemi*.  
Janette Mitchell, High School, Albuquerque, New Mexico. *Lillian M. Kieke*.  
Rose McAdams, St. Rose Industrial School, Portland, Oregon. *Sister Mary of St. Anne*.  
Edna Nering, Lincoln High School, Cleveland, Ohio. *Grace Ransom*.  
Patricia Frazier, Catholic High School, Lebanon, Pennsylvania. *Sister M. Aloysia*.  
Marjorie Beauchamp, Immaculate Conception Academy, Washington, D. C. *Sister Monica*.  
**CERTIFICATES OF SUPERIOR ACHIEVEMENT**  
Immaculate Conception Academy, Washington, D. C. *Sister Monica*.



St. Rose Industrial School, Portland, Oregon. *Sister Mary of St. Anne.*  
 Windsor Vocational School, Windsor, Ontario, Canada. *Hazel M. Carley.*  
 Wisconsin State Reformatory, Green Bay, Wisconsin. *Eugene Niemi.*  
 High School, Wellsville, Missouri. *Mrs. Juell Duren.*  
 High School, Ecorse, Michigan. *Mrs. Helene Eriksen.*  
 Township High School, Joliet, Illinois. *Fidelia A. Van Antwerp.*  
 High School, Cristobal, Canal Zone. *Helen T. Patterson.*  
 High School, Gulfport, Mississippi. *Dorothy Little.*  
 St. Mary's High School, St. Albans, Vermont. *Sister St. Margaret Maureen, C.N.D.*  
 St. Joseph High School, Le Mars, Iowa. *Sister Johannita.*  
 Thornton Fractional Township High School, Calumet City, Illinois. *W'ahnetab Brummett, Elizabeth Kessinger.*  
 Clover Park High School, Tacoma, Washington. *Signe M. Johnson.*  
 Lourdes High School, Marinette, Wisconsin. *Sister M. Maxelinda, S.S.N.D.*  
 Sacred Heart Commercial School, London, Ontario, Canada. *Sister Thomas Aquinas.*  
 Queen of Peace High School, North Arlington, New Jersey. *Sister Catharine Anita.*  
 Township High School, Carmi, Illinois. *Kendric Bangs.*  
 St. Mary's High School, Beverly, Massachusetts. *Sister Florence Louise, S.N.D.*  
 High School, Franklin, New Jersey. *Mrs. Edith K. Cunningham.*  
 Community High School, Carrier Mills, Illinois. *Ernestine Armppriester.*  
 Catholic High School, Lebanon, Pennsylvania. *Sister M. Aloysia.*  
 High School, Agawam, Massachusetts. *Gertrude M. Belyea.*  
 Havana Business Academy, Havana, Cuba. *George E. Wolcott.*

## BOOKKEEPING

### School and Teacher Prizes

(Teacher's name in italics)

#### FIRST PRIZE

(Silver Cup to School and \$10 to Teacher)

Edgewood High School, Madison, Wisconsin. *Sister M. Alexius, O.P.*

#### SECOND PRIZE

(\$5 to Teacher)

Monsignor Bornemann Central Catholic High School, Reading, Pennsylvania. *Sister Frances.*

### Student Prize Winners

(Teacher's name in italics)

#### FIRST PRIZE WINNER

(\$5)

Jewell Y. Grimes, Township High School, Marion, Illinois. *Robert L. Gallegly.*

#### WINNERS OF \$3 AWARDS

Lorraine Champeau, Notre Dame Academy,

Southbridge, Massachusetts. *Sister Helene-du-Crucifix.*

Dolores Clementson, Bartley Business School, Superior, Wisconsin. *Mrs. Ella M. Drinkwine.*  
 Margaret M. Allie, Senior High School, Phoenixville, Pennsylvania. *Mary L. Patterson.*

#### WINNERS OF \$2 AWARDS

Marjorie Aldrich, High School, Springfield, Vermont. *Vivian J. Brunell.*

Mary E. Kenney, Catholic High School, Waterbury, Connecticut. *Sister St. Thomas of Cori, C.N.D.*

Eleanor Cloos, St. Patrick's High School, Providence, Rhode Island. *Sister F.C.J.*

Doris Daw, High School, Rush City, Minnesota. *Hazel Berglund.*

Irma Christman, Central Catholic High School, Fort Wayne, Indiana. *Sister M. Ignatiana and Sister M. Huberta.*

Eleanor Kinsella, Notre Dame Secretarial School, Montreal, Quebec, Canada. *Sister St. Mary of Zion.*

Janet Kenyon, Bellows Free Academy, St. Albans, Vermont. *Germaine Perrault.*

Jeraline M. Kern, High School, Nazareth, Pennsylvania. *Mildred C. Oakes.*

Marcelle Montpetit, St. Angela's Academy, Montreal, Canada. *Sister Marie Perpetue, S.S.A.*

George Kishi, Honolulu Business College, Honolulu, Hawaii. *Mrs. Beulah E. Butterfield.*

Leona M. Ryan, St. Joseph High School, North Adams, Massachusetts. *Sister William James, S.S.J.*

Thelma Jane Thall, East High School, Columbus, Ohio. *Galen Stutsman.*

#### CERTIFICATES OF SUPERIOR ACHIEVEMENT

Saint Ann's Academy, Marlboro, Massachusetts. *Sister Donalda Marie, S.S.A.*

Notre Dame Academy, Southbridge, Massachusetts. *Sister Helene-du-Crucifix, Sister Marie-de-Loyola.*

St. Anthony Girls School, Wailuku, Maui, Hawaii. *Sister Mary Marguerite.*

Sacred Heart Commercial, London, Ontario, Canada. *Sister Mary Angela.*

St. Mary's High School, St. Alban's, Vermont. *Sister St. Margaret Maureen, C.N.D.*

Waimea High and Elementary School, Waimea, Kauai, Hawaii. *Mrs. V. Schumacher.*

Immaculate Conception Academy, Washington, D. C. *Sister Zoe.*

Notre Dame School, North Adams, Massachusetts. *Sister M. Edmond, S.S.A.*

Academy N. D. of Providence, Newport, Kentucky. *Sister M. Scholastica.*

Saint Angela's Academy, Montreal, Quebec, Canada. *Sister Marie Sylvio, S.S.A.; Sister Marie Perpetue, S.S.A.*

St. Mary's Academy, Milwaukee, Wisconsin. *Sister Rosemary, O.S.F.*

Bartley Business School, Superior, Wisconsin. *Mrs. Ella M. Drinkwine.*

Honolulu Business College, Honolulu, Hawaii. *Mrs. Beulah E. Butterfield.*

Township High School, Marion, Illinois. *Robert L. Gallegly.*

High School, Springfield, Vermont. *Vivian J. Brunell.*

High School, Nazareth, Pennsylvania. *Mildred C. Oakes.*  
 High School, Elvaston, Illinois. *Leo Osterman.*  
 Community High School, Galva, Illinois. *Helen L. Warren.*  
 Catholic Central High School, Hammond, Indiana. *Sister M. Ivan.*  
 Immaculate Conception School, Bronx, New York. *Sister Josita.*  
 Allegany High School, Cumberland, Maryland. *Irene Lapp.*  
 St. John's High School, Peabody, Massachusetts. *Sister Therese Martina, S.N.D.*  
 Senior High School, Phoenixville, Pennsylvania. *Mary L. Patterson.*  
 High School, Conrad, Montana. *Ruby Taney.*  
 Boarding School, Presentation of Mary, Drummondville, Quebec, Canada. *Sister M. St. Mildred.*  
 St. Peter High School, St. Charles, Missouri. *Sister M. Paul de Cruce.*  
 St. Mary's School, Lawrence, Massachusetts. *Sister Anne Therese.*  
 St. Joseph's High School, Newport, Rhode Island. *Sister Margaret Agnes.*  
 Wisconsin State Reformatory, Green Bay, Wisconsin. *Eugene Niemi.*  
 High School, Greenwich, Connecticut. *Edward J. Kelly.*  
 High School, Linneus, Missouri. *W. F. Hayden.*  
 High School, San Fernando, California. *Gladys Ramgren.*  
 Alexander Business College, Montreal, Quebec, Canada. *A. H. Solomon.*  
 St. John's Cathedral High School, Milwaukee, Wisconsin. *Sister M. Georgina, O.P.*  
 Putnam Catholic Academy, Putnam, Connecticut. *Sister Rose-Raphael, D.H.G.*  
 St. Paul's College, Covington, Louisiana. *Brother James, F.S.C.*  
 Saint Joseph's Academy, Salem, Massachusetts. *Sister Francoise de S. Joseph, A.S.V.*  
 William H. Hall High School, West Hartford, Connecticut. *James L. Crowley.*  
 Mount St. Bernard College, Antigonish, Nova Scotia, Canada. *Sister St. Mary Donald.*  
 St. Casimir Academy, Chicago, Illinois. *Sister M. Simplicita.*  
 Cape Cod Secretarial School, Hyannis, Massachusetts. *Mrs. Miriam A. Darrow.*  
 High School, Hoisington, Kansas. *Ruben J. Dummer.*  
 St. John's Academy, Pawtucket, Rhode Island. *Sister Alice Marie.*  
 Fort Hill High School, Cumberland, Maryland. *Carl M. Ritchie.*  
 Weyburn School of Commerce, Weyburn, Saskatchewan, Canada. *Hilda F. Blackwell.*  
 Marymount College, Salina, Kansas. *Sister Isabelle Marie.*  
 Augustinian Academy, Carthage, New York. *Sister M. Eugenia.*  
 High School, Bicknell, Indiana. *Loren Breeden.*  
 High School, Poplar, Montana. *Ina Freeman.*  
 Catholic High School, Waterbury, Connecticut. *Sister St. Thomas of Cori, C.N.D., Sister St. Mary of Israel.*  
 High School, Barnesville, Ohio. *Virginia Weiss.*  
 Central Catholic High School, McSherrystown, Pennsylvania. *Sister M. Illuminata.*  
 High School, Lakemills, Wisconsin. *Alda E. Ott.*

St. Xavier Commercial School, Cincinnati, Ohio. *Sister Rose Agnes.*  
 Our Lady of Angels High School, St. Bernard, Ohio. *Sister Richard Marie.*  
 St. Mary's High School, Beverly, Massachusetts. *Sister Marie Geraldine, S.N.D.*  
 Northern Business College, Bemidji, Minnesota. *Mrs. E. M. Sathre.*  
 Community High School, West Chicago, Illinois. *Catherine M. Carey.*  
 Mount St. Scholastica Academy, Atchison, Kansas. *Sister M. Oliva, O.S.B.*  
 Saint Joseph High School, North Adams, Massachusetts. *Sister William James, S.S.J.*  
 Central Catholic High School, Fort Wayne, Indiana. *Sister M. Ignatiana, Sister M. Huberta.*  
 High School, Sudbury, Massachusetts. *Alice May.*  
 High School, Nescopeck, Pennsylvania. *Betty Harter.*  
 High School, Leadville, Colorado. *Catherine M. Kelly.*  
 Annapolis Business College, Annapolis, Maryland. *Jessie E. Watts.*  
 Community High School, Stewardson, Illinois. *Edna Gregg.*  
 Nazareth Academy, Rochester, New York. *Sister M. Anacletus.*  
 East High School, Columbus, Ohio. *Galen Stutzman.*  
 High School, Amherst, Massachusetts. *Irene E. Hale.*

## BUSINESS FUNDAMENTALS School and Teacher Prizes

(Teacher's name in italics)

### FIRST PRIZE

(Silver Cup to School and \$10 to Teacher)  
 Saint Ann's Academy, Marlboro, Massachusetts. *Sister Donald Marie, S.S.A.*

### SECOND PRIZE

(\$5 to Teacher)

Immaculate Conception Academy, Washington, D. C. *Sister Zoe.*

### Student Prize Winners

(Teacher's name in italics)

### FIRST PRIZE WINNER

(\$5)

Josephine Hazen, Hartford High School, White River Junction, Vermont. *Mildred L. Kingsbury.*

### WINNERS OF \$3 AWARDS

Marion Crowell, Cape Cod Secretarial School, Hyannis, Massachusetts. *Mrs. Miriam A. Darrow.*

Gladys Bell, Immaculate Conception Academy, Washington, D. C. *Sister Zoe.*

Jewell Miller, McKell High School, Fullerton, Kentucky. *Mrs. Ella Ray Oakes.*

### WINNERS OF \$2 AWARDS

Marta de Arcos, Havana Business Academy, Havana, Cuba. *Roland E. Haugh.*

Olivia Lucy Chavez, High School, Albuquerque, New Mexico. *Lillian M. Kieke.*

Irma Archambault, Notre Dame Academy, Southbridge, Massachusetts. *Sister Helene-du-Crucifix.*

Lois Krause, Northern Business College, Bemidji, Minnesota. *Hilda I. Pederson.*  
 Paul W. Patton, Monsignor Bornemann High School, Reading, Pennsylvania. *Sister Frances.*  
 Edward Dickwisch, Jr., High School, Elvaston, Illinois. *Leo Osterman.*  
 Herminia Angela Sylva, Catholic Training School, Providence, Rhode Island. *Sister Mary of St. Dosithea, R.G.S.*  
 Marie Erskine, St. Rose Industrial School, Portland, Oregon. *Sister Mary of St. Anne.*  
 Alyce Kurihara, Union High School, Yuba City, California. *Reginald C. Estep.*  
 Mildred Bray, High School, Shinglehouse, Pennsylvania. *Mary Edna Seanor.*  
 Irma Christman, Central Catholic High School, Fort Wayne, Indiana. *Sister M. Huberta and Sister M. Ignatiana.*  
 Dorothy Jankowski, House of the Good Shepherd, Wauwatosa, Wisconsin. *Sister Mary of St. Andrew.*

#### CERTIFICATES OF SUPERIOR ACHIEVEMENT

House of the Good Shepherd, Wauwatosa, Wisconsin. *Sister Mary of St. Andrew.*  
 Monsignor Bornemann Central Catholic High School, Reading, Pennsylvania. *Sister Frances.*  
 Immaculate Conception School, Bronx, New York. *Sister Josita.*  
 Sacred Heart Commercial School, London, Ontario, Canada. *Sister Mary Angela.*  
 St. Mary's High School, St. Albans, Vermont. *Sister St. Margaret Maureen, C.N.D.*  
 Mount Mary College, Milwaukee, Wisconsin. *Sister Mary Cunigundis.*  
 Saint Vincent Villa, Fort Wayne, Indiana. *Sister M. Luca.*  
 St. Anthony Girls School, Wailuku, Maui, Hawaii. *Sister Mary Marguerite.*  
 Saint Margaret's High School, Dorchester, Massachusetts. *Sister Mary Alexina.*  
 Northern Business College, Bemidji, Minnesota. *Hilda I. Pederson.*  
 St. Joseph's High School, Newport, Rhode Island. *Sister Margaret Agnes.*  
 Girls Catholic High School, Hays, Kansas. *Sister M. Dolores, C.S.A.*  
 High School, Albuquerque, New Mexico. *Lillian M. Kieke.*  
 Saint Francis High School, Lafayette, Indiana. *Sister M. Petrona.*  
 St. Joseph's High School, Ashton, Iowa. *Sister Mary Annice.*  
 Catholic Training School, Providence, Rhode Island. *Sister Mary of St. Dosithea, R.G.S.*  
 High School, Tower City, Pennsylvania. *Mary S. Hand.*  
 Notre Dame Academy, Southbridge, Massachusetts. *Sister Helene-du-Crucifix, Sister Marie-de-Loyola, Sister Eustelle-de-l'Eucharistie.*  
 Cape Cod Secretarial School, Hyannis, Massachusetts. *Mrs. Miriam A. Darrow.*  
 Marymount High School, Garfield Heights, Cleveland, Ohio. *Sister Mary Basiliana.*  
 High School, Elvaston, Illinois. *Leo Osterman.*  
 Notre Dame School, North Adams, Massachusetts. *Sister M. Edmond, S.S.A.*  
 Waimea High and Elementary School, Waimea, Kauai, Hawaii. *Mrs. V. Schumacher.*  
 Little Flower School, Spokane, Washington. *Sister*

*Mary of St. Clementine.*  
 Hartford High School, White River Junction, Vermont. *Mildred L. Kingsbury.*  
 St. Mary's Academy, Milwaukee, Wisconsin. *Sister Mary Thaddaus, O.S.F.*  
 Nazareth Academy, Rochester, New York. *Sister M. Anacleus, Sister Marie Anne.*  
 Saint Charles School, Waltham, Massachusetts. *Sister Annata.*  
 Trade and Continuation School, Rome, New York. *Louis V. Denti.*  
 High School, Wellsville, Missouri. *Mrs. Juell Duren.*  
 Providence Academy, Alexandria, Louisiana. *Sister M. Carissima.*  
 St. Mary High School, Akron, Ohio. *Sister Marie Catherine.*  
 College of St. Scholastica, Duluth, Minnesota. *Sister M. Victoria, O.S.B.*  
 Saint Joseph's Business School, Lockport, New York. *Sister Marie Frances, S.S.M.*  
 St. Joseph High School, North Adams, Massachusetts. *Sister William James, S.S.J.*  
 Central Catholic High School, Fort Wayne, Indiana. *Sister M. Huberta, Sister M. Ignatiana.*  
 Saint Joseph's Academy, Salem, Massachusetts. *Sister Antoine-de-l'Assomption, A.S.V.*  
 Union High School, Yuba City, California. *Reginald C. Estep.*  
 Lourdes High School, Marinette, Wisconsin. *Sister M. Maxelinda, S.S.N.D.*  
 Wisconsin State Reformatory, Green Bay, Wisconsin. *Eugene Niemi.*  
 High School, Wilmington, Ohio. *Essie Shepler.*  
 St. Jerome's High School, Holyoke, Massachusetts. *Sister Thomas Vincent.*  
 St. James High School, Salem, Massachusetts. *Sister Ellen St. James.*  
 St. Margaret's Industrial School, Holmesburg, Pennsylvania. *Sister M. Rita Rose.*  
 Havana Business Academy, Havana, Cuba. *Roland E. Haugh, Mr. O'Connor.*  
 High School, Shinglehouse, Pennsylvania. *Mary Edna Seanor.*

#### BUSINESS PERSONALITY

##### School and Teacher Prizes

(Teacher's name in italics)

##### FIRST PRIZE

(Silver Cup to School and \$10 to Teacher)

St. Mary's School, Lawrence, Massachusetts. *Sister Anne Therese.*

##### SECOND PRIZE

(\$5 to Teacher)

Hartford High School, White River Junction, Vermont. *Mildred L. Kingsbury.*

##### Student Prize Winners

(Teacher's name in italics)

##### FIRST PRIZE WINNER

(\$5)

Inez McKillip, Central High School, Sioux City, Iowa. *Bina M. Traxler.*

##### WINNERS OF \$3 AWARDS

Angela Sparacine, Trade and Continuation School, Rome, New York. *Louis V. Denti.*

Catherine Quamby, High School, Wellsville, Missouri. *Mrs. Juell Duren.*  
Daisy E. Capen, High School, Amherst, Massachusetts. *Irene E. Hale.*

#### WINNERS OF \$2 AWARDS

Rose Diederich, High School, New Haven, Missouri. *Isabelle Mosby.*  
Eileen C. Tardiff, High School, Chatham, New York. *Mrs. Elizabeth H. West.*  
Jean Mary Davidson, Notre Dame Secretarial School, Montreal, Quebec, Canada. *Madeline Macdonald.*  
Georgia Mae Weighall, St. Rose Industrial School, Portland, Oregon. *Sister Mary of St. Anne.*

Rose Schroeder, College of St. Benedict, St. Joseph, Minnesota. *Sister M. Jane, O.S.B.*  
Garna Hooton Bond, Sacred Heart School, Phoenix, Arizona. *Jeanne Gilbert.*  
Bobbette Fallberg, Wilson Junior College, Chicago. *Phyllis M. Conkey.*  
Marguerite Murphy, St. Mary's School, Lawrence, Massachusetts. *Sister Anne Therese.*  
Barbara Scott, High School, Albuquerque, New Mexico. *Lillian M. Kieke.*  
Anne W. Crocker, Cape Cod Secretarial School, Hyannis, Massachusetts. *Mrs. Miriam A. Darrow.*  
Eleanor Enomoto, St. Anthony Girls School, Wailuku, Maui, Hawaii. *Sister Mary Marguerite.*  
Alice Spaulding, Immaculate Conception School, Bronx, New York. *Sister Josita.*

#### CERTIFICATES OF SUPERIOR ACHIEVEMENT

St. Rose Industrial School, Portland, Oregon. *Sister Mary of St. Anne.*  
Immaculate Conception School, Bronx, New York. *Sister Josita.*  
Hartford Public High School, Hartford, Connecticut. *Rose M. Conway, Amelia H. Voigt.*  
High School, Chatham, New York. *Mrs. Elizabeth H. West.*  
Cape Cod Secretarial School, Hyannis, Massachusetts. *Mrs. Miriam A. Darrow.*  
High School, Canton, South Dakota. *Virginia Haynes.*  
Mount Mary College, Milwaukee, Wisconsin. *Sister Mary Cunigundis.*  
Our Lady of Lourdes High School, Marinette, Wisconsin. *Sister M. Maxelinda, S.S.N.D.*  
St. Anthony Girls School, Wailuku, Maui, Hawaii. *Sister Mary Marguerite.*  
Saint Patrick's High School, Providence, Rhode Island. *Sister, F.C.J.*  
Township High School, Carmi, Illinois. *Kendric Bangs.*  
College of St. Benedict, St. Joseph, Minnesota. *Sister M. Jane, O.S.B.*  
High School, Albuquerque, New Mexico. *Lillian M. Kieke.*  
Wilson Junior College, Chicago, Illinois. *Phyllis M. Conkey.*  
High School, Wilmington, Ohio. *Essie Shepler.*  
Wisconsin State Reformatory, Green Bay, Wisconsin. *Eugene Niemi.*  
Notre Dame Secretarial School, Montreal, Quebec, Canada. *Madeline Macdonald, Sister St. Mary of Zion, Daphne Beaman.*  
High School, Amherst, Massachusetts. *Irene E. Hale.*

Havana Business Academy, Havana, Cuba. *George E. Wolcott.*

High School, Batavia, Illinois. *Bertha S. Schumann.*

Sacred Heart Academy, Phoenix, Arizona. *Jeanne Gilbert.*

High School, Spring Valley, New York. *Zaida Ann Ellis.*

Honolulu Business College, Honolulu, Hawaii. *Mrs. Beulah E. Butterfield.*

Nazareth Academy, Rochester, New York. *Sister Mary Regis.*

College of St. Scholastica, Duluth, Minnesota. *Sister M. Victoria, O.S.B.*

Saint Joseph's Business School, Lockport, New York. *Sister Marie Frances, S.S.M.*

#### OFFICE PRACTICE School and Teacher Prizes

(Teacher's name in italics)

##### FIRST PRIZE

(Silver Cup to School and \$10 to Teacher)

House of the Good Shepherd, Wauwatosa, Wisconsin. *Sister Mary of St. Andrew.*

##### SECOND PRIZE

(\$5 to Teacher)

St. Ann's Academy, Marlboro, Massachusetts. *Sister M. Eugene of Jesus, S.S.A.*

#### Student Prize Winners

(Teacher's name in italics)

##### FIRST PRIZE WINNER

(\$5)

Anita La Bonte, Cape Cod Secretarial School, Hyannis, Massachusetts. *Mrs. Miriam A. Darrow.*

#### WINNERS OF \$3 AWARDS

Marjorie Richardson, William H. Hall High School, West Hartford, Connecticut. *James L. Crowley.*

Mary Martin, Immaculate Conception School, Bronx, New York. *Sister Josita.*

Barbara Parlin, Saint Mary's High School, Lawrence, Massachusetts. *Sister Anne Therese.*

#### WINNERS OF \$2 AWARDS

Geneva Storms, High School, Franklin, New Jersey. *Mrs. E. K. Cunningham.*

Herminia Angela Silva, Catholic Training School, Providence, Rhode Island. *Sister Mary of St. Dosithea.*

Jean Nelson, William H. Hall High School, West Hartford, Connecticut. *James L. Crowley.*

Marion Derouin, St. Mary's School, Lawrence, Massachusetts. *Sister Anne Therese.*

Clayton Dean, Green Bay, Wisconsin. *Eugene Niemi.*

Violette Lavigueur, Notre Dame Academy, Southbridge, Massachusetts. *Sister Eustelle-de-l'Eucharistie.*

Betty Boyles, High School, Elvaston, Illinois. *Leo Osterman.*

Joseph F. Gorman, St. Joseph High School, North Adams, Massachusetts. *Sister William James.*

Peter Froehlich, Havana Business Academy, Havana, Cuba. *Roland Haugh.*

Dolores Tholen, Girls Catholic High School, Hays, Kansas. *Sister M. Remigia, C.S.A.*

Jeraline M. Kern, High School, Nazareth, Pennsylvania. *Mrs. Charlotte D. Greiner.*  
 Harriett Johnson, High School, Rush City, Minnesota. *Hazel Berglund.*

#### CERTIFICATES OF SUPERIOR ACHIEVEMENT

Catholic Training School, Providence, Rhode Island. *Sister Mary of St. Dosithea, R.G.S.*  
 Notre Dame Academy, Southbridge, Massachusetts. *Sister Helene-du-Crucifix, Sister Marie-de-Loyola, Sister Eustelle-de-l'Eucharistie.*  
 William H. Hall Senior High School, West Hartford, Connecticut. *James L. Crowley.*  
 Saint Margaret's High School, Dorchester, Massachusetts. *Sister Mary Alexina.*  
 St. Mary's School, Lawrence, Massachusetts. *Sister Anne Therese.*  
 St. Mary's High School, St. Albans, Vermont. *Sister St. Margaret Maureen, C.N.D.*  
 St. Joseph's High School, Ashton, Iowa. *Sister Mary Annice.*  
 Our Lady of Lourdes High School, Marinette, Wisconsin. *Sister M. Maxelinda, S.S.N.D.*  
 Girls Catholic High School, Hays, Kansas. *Sister M. Remigia, C.S.A.*  
 Sacred Heart Commercial School, London, Ontario, Canada. *Sister M. Lucille.*  
 High School, Elvaston, Illinois. *Leo Osterman.*  
 Hartford High School, White River Junction, Vermont. *Mildred L. Kingsbury.*  
 Wisconsin State Reformatory, Green Bay, Wisconsin. *Eugene Niemi.*

High School, Rush City, Minnesota. *Hazel Berglund.*  
 St. Joseph's High School, Newport, Rhode Island. *Sister Margaret Agnes.*  
 Saint Joseph's Business School, Lockport, New York. *Sister Marie Frances, S.S.M.*  
 Mount St. Bernard College, Antigonish, Nova Scotia, Canada. *Sister St. Mary Donald.*  
 Cape Cod Secretarial School, Hyannis, Massachusetts. *Mrs. Miriam A. Darrow.*  
 St. Rose Industrial School, Portland, Oregon. *Sister Mary of St. Anne.*  
 Immaculate Conception School, Bronx, New York. *Sister Josita.*  
 Saint Patrick's High School, Providence, Rhode Island. *Sister, F.C.J.*  
 St. Margaret's Industrial School, Holmesburg, Pennsylvania. *Sister M. Rita Rose.*  
 High School, Winchester, Kentucky. *Anna Maybew Ratliff.*  
 St. Joseph High School, North Adams, Massachusetts. *Sister William James, S.S.J.*  
 High School, Nazareth, Pennsylvania. *Mrs. Charlotte D. Greiner.*  
 High School, Franklin, New Jersey. *Mrs. E. K. Cunningham.*  
 Trade and Continuation School, Rome, New York. *Louis V. Denti.*  
 Wilson Junior College, Chicago, Illinois. *Phyllis M. Conkey.*  
 Saint Augustine High School, Chicago, Illinois. *Sister M. Elfrida, P.H.J.C.*  
 Jesus Mary Academy, Fall River, Massachusetts. *Sister M. St. Hilda, R.J.M.*

## Until Next Year!

**W**INNERS have all been notified and prizes and certificates have all been sent. Now the staff of the awards department has nothing (much) to do except recover from the 1940 contest, plan the 1941 contest, examine regular project papers, and chart the regular projects for the school year 1940-1941.

Notice that we have two two-time cup winners. The silver cup for Business Letter Writing (high schools) has been returned to Albuquerque (New Mexico) High School, and the bookkeeping award has been engraved for the second time with the name

of the Edgewood High School, Madison, Wisconsin. Coincidence: St. Mary's School, Lawrence, Massachusetts, won the Office Practice cup in 1939, the Business Personality cup in 1940.

As users of the B.E.W. Awards Service know, the contest comes only once a year, but the regular projects are available for use at any time. Look for projects next year in Bookkeeping, Business Fundamentals, Business Letter Writing, and Business Personality!

A complete announcement will appear in the B.E.W. for September.

#### TO THE EDITOR:

Following the suggestions in "Pick Your Job and Land It!" in the B.E.W., eleven of our seniors desire to use portfolios in job hunting, and they plan to add their Office Practice Project certificates to their portfolios.—*Sister M. Maxelinda, Our Lady of Lourdes High School, Marinette, Wisconsin.*

#### TO THE EDITOR:

I use the Business Personality Projects in a class in occupations which meets only once a week and for which there is no preparation. I believe I am going to find them quite useful in helping the girls to be resourceful and tactful.—*Ruth M. Gow, Dean of Girls, Senior High School, Norwood, Massachusetts.*



# Contest Comments

DOROTHY M. JOHNSON

**B**ECAUSE the contest problems in Office Practice, Bookkeeping, and Business Fundamentals were capable of being judged objectively, keys have been sent to those teachers whose classes competed. A few of the clubs submitted in these divisions of the contest attained 300 per cent, the highest possible score; that is, every member of the class competed and every paper was of superior quality.

The final decisions in these divisions, therefore, were made chiefly on appearance, because all the papers in the winning classes were technically perfect. Some students decorated their papers with typed or ink-drawn designs. These attracted the favorable attention of the judges, but only in perfect papers. We do not encourage decoration at the expense of the more important fundamentals.

The problems in Business Letter Writing and Business Personality had to be judged subjectively, and no solution was the only correct solution. Winning entries showed tact; firmness; sympathetic understanding; and, of course, not only correct but admirable use of words and proper punctuation. The winning entries shown here have not been edited in any way; even the Canadian deviations in spelling in Miss Harrower's letter have been retained.

## **Business Personality Contest Problem**

*Assignment I.* Your assistant, Vesta Green, has made a careless mistake with the mail. Reprimand her but do not frighten her.

*Assignment II.* You have made a mistake because the typing in your price book was smudged. Apologize, earnestly but not too abjectly, to your superior.

*Assignment III.* You need Miss Warren to type for you during a time when your co-worker, Mr. O'Connor, is supposed to have her services. Ask for his co-operation.

*Assignment IV.* Bill Hastings has refused to let your stenographer use a calculating machine to make up reports that his department needs. Persuade him to let her have the machine.

## **FIRST PRIZE SOLUTION**

INEZ MCKILLIP

*Central High School, Sioux City, Iowa*

*Assignment I.* You've been doing good work since you've been here, Miss Green, and so I'm sure that although you made a rather serious mistake yesterday you won't let it happen again.

*Assignment II.* Mr. Porter, my code page was so badly smudged that the \$15 looked like \$10. I assure you it won't happen again, as I'm having another copy made.

*Assignment III.* Mr. O'Connor, I need Miss Warren to type that instruction book this afternoon. If you can do without her today, I'll arrange my work so I won't need her tomorrow.

*Assignment IV.* Mr. Hastings, may Miss Warren use the calculating machine right away? We want to get those reports ready as soon as possible so your work won't be delayed any longer.

## **Business Letter Writing Contest Problem**

Your salesman, Carol Deacon, had to refuse an order from Miss Betsy Burnham because her account is past due. She promised to send a check, but instead sent the same order direct to you, the sales manager, complaining about Mr. Deacon's refusal. Explain to her that she must pay up before you can fill the order, and that Mr. Deacon got his instructions from you. Collect the money and retain Miss Burnham's good will.

## **FIRST PRIZE SOLUTION**

College Division

BETTY HARROWER

*Notre Dame Secretarial School, Montreal, Canada*

My dear Miss Burnham:

My sincere thanks for your letter of March 1. An order from you is always very much appreciated, but I feel I must tell you that, in refusing your order, Mr. Deacon acted according to my instructions.

I am very sorry that we cannot accept your order immediately.<sup>1</sup> We would be only too glad to ship it at once, by express, as you request, but an examination of your account shows that there is a balance of \$203.92, part of which is four months past due and the remainder sixty days past due. As it is the rule among business houses to—

<sup>1</sup>This is negative emphasis, of course, and counted against this letter in the contest judging.

day to make prompt payments, wherever possible, I know you would wish to uphold their motto,<sup>2</sup> "Prompt payment—prompt service."

From our previous dealings, I can see quite clearly that you take real pride and interest in the business you have built up with your own hands. There are times, however, when even the best business on earth has to grapple with circumstances or conditions completely beyond its control.

Possibly this is the reason you have not made payment as yet. Possibly, on the other hand, it is because it did not occur to you that this omission might cause us any serious inconvenience.

Whatever the reason, I feel sure you will be grateful for this timely reminder. Now, all you have to do is make out a cheque in favour of the Novelty Manufacturing Company for \$203.92, and mail it to us. Be assured that, the moment it arrives, the merchandise you desire will be on its way to you, immediately.

Just one more thing, before I close. Remember, when making your next order, that, if you remit promptly within ten days, you will receive a very worth-while discount of 2 per cent. Most astute buyers like to take advantage of this little reimbursement for prompt payment.

My very best wishes to you for success in your thriving venture.

Very sincerely,

FIRST PRIZE SOLUTION  
High School Division  
VELDA HILLER

*Joliet Township High School, Joliet, Illinois*

Miss Betsy Burnham  
Busy Betsy Gifte Shoppe  
White Rapids, South Dakota  
Dear Miss Burnham:

Your order was received this morning. Thank you for writing directly to me. Perhaps you do need an explanation, but you must remember,

<sup>2</sup>This unimpressive statement also counted against the letter, but the remainder of the thought and wording made it, in the opinion of the judges, slightly superior to the other college letters submitted. The problem was admittedly difficult.

## TO THE EDITOR:

I really enjoy the B.E.W. projects, and you should have seen the students today when I told them that they had received certificates. It brings some real life into my classes.

At one time I wanted to give up commercial teaching for a Civil Service position that I held. But with these interesting projects and the awards system that the *Gregg Writer* offers, I really enjoy

Miss Burnham, that you have sadly neglected your account. Part of it is four months past due and the remainder has gone unpaid for sixty days. You would find it very profitable to take advantage of our discount. On the \$203.92 alone, you would have saved \$4.07. As soon as you have brought your account up to date, it would be advantageous to you to use the 2/10 n/30 method.

Mr. Deacon was embarrassed as much as you were, and he felt quite unhappy that he could not accept your order. Have you ever found it necessary to refuse credit to a customer? Then you will understand how Mr. Deacon felt.

We were glad to learn, from Mr. Deacon's report, that you are sending your check this week. We are holding your order until the check arrives. Your order is a good one; you have selected many of our best sellers. The Easter rabbit pulling the cart loaded with powder puffs will sell rapidly from your shelves.

We know you are anxiously awaiting arrival of your merchandise; so send us your check for \$203.92 and your order will be shipped immediately.

Yours very truly,

## *Howlers from the Business Letter Contest Collected by the Contest Judges*

Kindly send a remittance so as not to be embarrassed by further credit.

Train yourself from repeating an error.

Several days ago you placed a substantial order with our representative. He, acting on my instructions, did not take it seriously.

We detest doing business in this manner.

You are just the person I thought of when I saw our new vases, the mouth of which portrays a dog's head and mouth.

You wouldn't sell to anyone who let his bills hatch.

Mr. Deacon is supposed to collect money and not mingle with orders.

I regret to be involved with a customer like yourself.

We cannot permit our bookkeeping to be in a daze due to your forgetfulness.

I shall be ever so glad to fill your last order.

We know it was not your intention to let your account stand in the rear for so long.

Shall we send the Deacon for tea?

my work. These things make teaching much easier and, above all, provide some definite goals to work towards. I would like to see projects that could be worked out by teachers. It seems to me that my teaching work the past two years has taken a new interest.

Thank you again for all the encouragement and the good that you are doing for the commercial teaching field.—*Leo Osterman, Elvaston (Illinois) Consolidated School.*



## Practice Projects for Business Training Students

IN the little things that must be done every day, and the simple tools that must be used on every side, lie materials of infinite variety that may be adapted to interesting and worth-while projects for business training classes. In the following paragraphs, I shall discuss briefly several such projects.

**Package Wrapping.** A supply of wrapping paper, some twine, glue, and envelopes are the tools in this project, which is designed to give pupils practice in wrapping packages efficiently.

The whole practice of wrapping and addressing a package and addressing an envelope for the accompanying letter should be gone through several times by different members of the class. The letter is an important factor in this project, because pupils seldom realize that postal rates for letters and packages differ.

**Letter Folding.** The technique of folding letters is described in most business training texts, but pupils rarely acquire the right degree of skill unless the various steps are carefully demonstrated and carefully carried through. The work should be done against a blackboard, where the white paper against the black will bring out the details clearly.

First demonstrate and practice with a standard-sized envelope; then with a large envelope; finally, with window envelopes of both standard and large size.

In teaching the technique of letter folding and the addressing of envelopes, an element of variety may be introduced from time to time by having the students write letters or send seasonal greetings to one another.

The pupils may also write letters to pupils in other countries. Canada, perhaps, is the best country to choose because the language is identical and because the school year is the same as ours.

These letters should be brought to class or written in class, criticized and corrected by the pupils and then by the teacher. Finally, they should be recopied and folded and the envelopes correctly addressed.

FROM the "firing" line of practical experience comes the following suggestion made by Miss Alice Hall, secretary for a New York corporation.

In teaching typing students the use of carbon paper, the teacher may wish to incorporate the idea in his lesson presentation. Miss Hall's procedure is as follows:

Eight and nine carbon copies can be a harrowing experience for one unaccustomed to handling lightweight carbon and tissue-thin copy paper.

In order to save much time and trouble, count out the correct number of copies including the original, clip together on top with a strong spring metal clip (the kind of clip known as a "binder clip"), and lay the packet of sheets on the desk. Insert carbon starting at the bottom of the pile and place as far up as the clip. When all the carbon is in, remove the clip and insert paper with carbon in the typewriter. About one-half inch of carbon will extend beyond the typing paper.

When the pages are completed and removed from the typewriter, hold firmly at the top and shake gently to loosen the carbon from the copy. Then with one swift motion all the carbon may be removed at once.

Among the knowledges that are outcomes of the project are mechanical details of the letter and geography information.

*The Daily Newspaper.* First teach the pupils how to open a newspaper and keep it partly folded as they read it, as some people do on trains and public conveyances.

Next, have each student select an advertisement, clip it, and paste it on a sheet of paper. Each student is then to write a suitable letter in answer to the selected advertisement.

This project offers a wide range of suitable letter topics—letters of application, answers to lost-and-found notices, information about cruises and tours, etc. This project provides material for at least a week's work.

*Periodicals and Magazines.* The pupils may indulge their individual hobbies and interests by writing letters to persons who are listed in the advertising columns as prepared to give authoritative information on various subjects; for example, stamps, coins, curios, antiques, etc.

Each pupil is required to write a letter on the subject that he selects, but only about half the class actually send out their letters. The other letters are used as class exercises to be read aloud and corrected. This project provides material for three or four days' work.

*"What-Would-You-Do" Booklets.* Have each pupil make up a booklet containing his answers to the question, "What would you do?" in each of ten or more situations devised by the teacher. The pupils may also make up situations of their own, the only restriction being that love problems are not allowed. These fabricated situations are excellent media for teaching ethics.

*Puppet Show.* The pupils will enjoy building a theater and dressing dolls for a puppet show, which may be used instead of the business play. The pupils may also write original plays embodying a business situation, such as applying for a position.

*Parliamentary Law.* At least once during the semester the teacher can profitably go through the routine of organizing a club. The club name should be selected, officers

elected, pupils should be required to address the presiding officer, etc. This project will give the pupils practice in organizing and taking part in club activities.

The foregoing project suggests another—a debate on some business or economic subject; for example, "Resolved, It is better for a man to own a house in (name of the local city or town) than to pay rent." All the customary formality connected with a debate should be carefully observed. The textbook can be used for the arguments, but the pupils can also draw on their home experiences and practices.—*John C. Parsons, Kearny High School, Kearny, New Jersey.*

### *A Matching Test for Shorthand*

**I**N my shorthand class I occasionally give a short test to find out whether the students can recognize words in shorthand after a lapse of time and whether they can match the shorthand form with the appropriate definition.

In preparing the test, the shorthand forms for the words chosen for the test are listed in columns at the top of the test paper, and each outline is given a number.

Below this group of numbered shorthand forms, the definitions of the words are typed in a column at the left of the test paper, though not in the same order as the shorthand forms. The students are told to fill in in the column at the right of the test sheet the number of the shorthand form that corresponds to the definition, together with the transcript of the shorthand form.

To fill in a test of this kind correctly requires the recognition of the shorthand, an understanding of the meaning of the word, and a knowledge of correct spelling.—*Mae M. Hanlon, Manchester, Iowa.*

### **IMPORTANT!**

If you will have a different permanent address next September, please notify the B.E.W. as soon as possible so that the September issue can be sent to your new address.



# We Will Meet You In Milwaukee

*At the Hotel New Pfister, June 30, July 1-3*

MRS. FRANCES D. NORTH  
*President*

THE May issue of the B.E.W. (pages 805-806) gave our readers an appetizing taste of the program of the N.E.A. Department of Business Education, meeting for its annual convention in Milwaukee, June 30 through July 3. The following letter to the B.E.W. from Miss Agnes M. Halbach, a member of the local committee, will whet your appetites still more:

"We in Milwaukee are doing all we can in order to make the N.E.A. convention

this summer a success. The Department of Business Education is particularly anxious to have a program which will please all, both pleasurably and professionally. Mrs. Frances Doub North asks me to send you some information about the program and the evening trip on the S. S. Illinois.

"On Sunday, June 30, the Milwaukee Teachers' Club will have a reception for incoming visitors at the Hotel New Pfister, our headquarters, as you know.

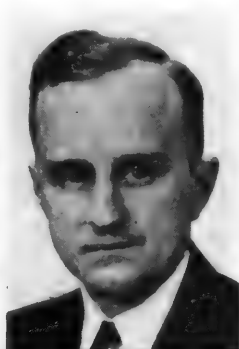
"On Tuesday, July 2, we are scheduling a boat ride on the S. S. Illinois, where we have the opportunity of viewing the beautiful shore line of Milwaukee and its harbor, which is often compared by artists to that



DR. V. H. CARMICHAEL  
*First Vice-President*



HOLLIS P. GUY  
*Second Vice-President*



HAROLD T. HAMLEN  
*Secretary-Treasurer*



RUTH J. PLIMPTON  
*Executive Committee*



MILDRED E. TAFT  
*Executive Committee*



THOMAS E. FERRY  
*Executive Committee*



MARGARET KANE  
*Executive Committee*



E. W. ALEXANDER  
*Executive Committee*



of Naples. The beauty of Lake Michigan is highly appreciated at sundown and also in the light of the moon (we do expect the moon, as optimism prevails with the committee). A buffet luncheon will be served, and the evening can be spent in dancing on deck or celebrating otherwise.

"On Wednesday, July 3, the annual luncheon will be held in the New Pfister Hotel at 12:30 p.m. 'Information Please,' so popular in the San Francisco convention last year, will be a feature of the program.

"To climax all events there will be a dinner dance at the Milwaukee Yacht Club, an attractive spot near the heart of the city and situated in full view of the lake. They will serve an excellent dinner. We can spend the rest of the time dancing, playing cards, or anything that strikes the fancy of the group.

"The three scheduled events should bring about the sociability we desire, giving everyone an opportunity to meet and converse with business educators from all parts of the United States.

"In regard to the cost of the various affairs, the luncheon will be \$1.25, the boat trip \$1 or less, and the dinner dance at the Yacht Club will be \$2 (more or less).

"Reservations for any of these events may be made with our local chairman, Miss Lenys Laughton, Milwaukee Vocational School, Sixth and State Street, Milwaukee, Wisconsin."

A progress bulletin, issued to the membership campaign committee by the national chairman, Dr. Vernal H. Carmichael, under date of April 27, lists several membership records already broken:

1. The increase in membership thus far this year is 253. During the same period last year, it was only 163.
2. There are 21 states ahead of their membership records of last year at this time.
3. The Southeastern Division now has 399 members, as compared with 342 members of last year.

The committee is striving toward a goal of 5,000 members. They have already reached the 4,000 mark with over two months yet to go. The first ten states, ranked in the order of members, are as

follows: California, 510; New Jersey, 329; New York, 278; Indiana, 244; Illinois, 219; Michigan, 208; Wisconsin, 182; Massachusetts, 175; Pennsylvania, 137; Ohio, 130.

The six membership divisions, with their directors, are: Eastern Division, Frederick H. Riecke; Southeastern Division, Thomas F. Ferry; Southern Division, Beulah Harwell; Central Division, Stanley S. Smith; Midwestern Division, Dorothy L. Travis; Western Division, Ruth J. Plimpton.

MISS Bernice Engels, director of mathematics and business of the Gary (Indiana) Public Schools, reports a new organization, the Calumet Area Business Teachers, which held its first annual dinner in Gary on April 16, with forty-six teachers in attendance from nearby Indiana and Illinois cities.

The guest speaker was Dr. Harald G. Shields, of the School of Business, University of Chicago. Dr. Shields spoke on the topic, "Ten Major Things which the Individual Business Teacher Can Do in Improving Business Education."

Theodore Fruehling, chairman of the department of business education of the Hammond Public Schools, was toastmaster at the dinner.

BERNARD F. BAKER has been transferred from the Englewood (Illinois) High School to the research staff of the Bureau of Curriculum of the Chicago Public Schools for co-ordination work in connection with the development and revision of business courses of study.



Mr. Baker has had extensive and varied business and teaching experience. He is at present doing graduate work in the evening school at Northwestern University, from which he received the Master's Degree in 1936. He is a member of the board of control of the Illinois Commercial Education Association. His chief professional interests are retail training and business organization and control, and he has done considerable investigation and some writing in the latter field. He is a member of Alpha Kappa Psi, national professional business fraternity.

# Motion Pictures

## FOR BUSINESS EDUCATION

LAWRENCE  
VAN HORN



VOCATIONAL GUIDANCE FILMS, INC., Old Colony Building, Des Moines, Iowa, have produced *Your Life Work* series, 16mm. sound motion pictures. Each film sells for \$50 for each 400 feet, less 10 per cent discount to schools. At present films are not obtainable through rental. These films are distributed through motion-picture-projector salesmen. Inquiries should be sent to the Des Moines office. Previews will be arranged on request. Descriptive literature will be sent on request. According to the distributors, Arthur P. Twogood, associate professor of vocational education at Iowa State College, devoted eight years of special research to the preparation of *Your Life Work* series, in consultation with other authorities.

The first series, now ready for showing, includes: "Finding Your Life Work," an 800-foot, double reel; "Radio and Television;" and "Journalism," each 400-foot reels. Films to be produced within a few months include such subjects as retail selling, accountancy, and getting and holding a job. Brief descriptions of each of the films available at present are given below. Teaching guides that require no vocational research by the teacher, a textbook, and an analysis sheet to be filled out by the student after viewing each film are available.

MCCALL SCHOOL SERVICE, 230 Park Avenue, New York, N. Y., produced the following film and released it for distribution on January 1, 1940. This slide film has been seen by some members of the

B.E.W. staff and they recommend it for courses in selling.

*The Story of Your McCall Printed Pattern.* 35mm. slide film, 28 frames, free to schools having slide-film projectors. Includes written and illustrated script. Tells the story of style development and the production of a modern commercial paper pattern: how the style originates, how it is reproduced, the care taken to obtain accurate reproduction, and the features of the modern pattern that make it easy to use.

MODERN PACKAGING, 122 East 42d Street, New York, N. Y., distributes two 16mm. sound motion pictures, free loan, borrower pays transportation one way; they are partly in color. The firms carry no advertising for any company, and no trade names are mentioned. They are a dramatic presentation of a purely educational subject. Both films were produced by *Modern Packaging Magazine*, national headquarters for packaging information, in an effort to promote consumer education on packaging benefits, and do a public-relations job for the industry.

*Packaging—A Public Service and Packaging Marches On.* Produced in 1937 and 1938, respectively. The last sequence of both films is the same and was produced in 1939. This section, featuring the prize-winning packages in the Ninth All-American Package Competition, is in full color and represents the latest developments made in the packaging industry. The purpose of both films is to promote consumer education and to suggest to every businessman and manufacturer a host of merchandising opportunities.

### A Handy List of Source Material

*1000 and One Film Directory*, the new fifteenth edition, is just out. This Blue Book of Non-theatrical Films is published yearly by the *Educational Screen*, 64 East Lake Street, Chicago, Illinois. The new edition lists and describes over 5,000 films, which are classified under 147 different subject groups. A new feature is a complete alphabetic list of all films listed in the directory. The necessary information about each film is given. This publication sells for 75 cents, except to subscribers to *Educational Screen*, to whom the price is 25 cents.

*The 1940 Edition of the Visual Review*, published in February by the Society for Visual Education, Inc., 100 East Ohio Street, Chicago, Illinois. This 64-page *Review* contains many interesting and valuable articles regarding the use of motion pictures, slides, and other aids.

# Typewriter Demonstration Tables



Figure 1. Designed and built for the Indiana State Teachers College, Terre Haute, Indiana. The typewriter rests on a turntable, permitting easy maneuvering.

A necessity for good teaching. Made for and by progressive teachers of typewriting.



Figure 2. A general-utility metal table, designed and built at a cost of not over \$4 for materials, in the vocational department of the high school in Hanover, Pennsylvania.



Figure 3. A general-utility table on casters, used for many years in the East High School, Rochester, New York.

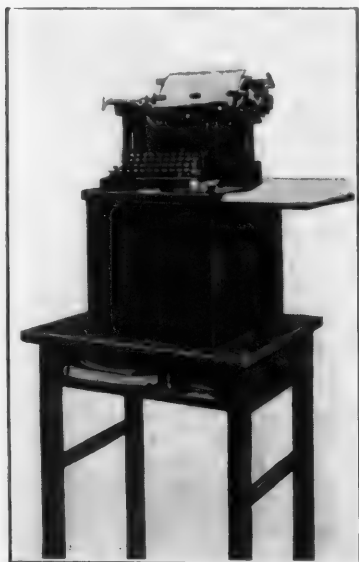


Figure 4. An inexpensive, hollow box designed and built for Gregg College. The left side and bottom are open. Books may be stored inside conveniently without wasting space.



Figure 5. A collapsible, portable table designed by and built for Miss Eleanor Skimin, Northern High School, Detroit. The table top locks quickly and securely.

# Ideas for Demonstration Tables

HAROLD H. SMITH

FIFTY years ago leading typing teachers urged typewriting demonstration tables as necessary equipment in every typing classroom. Nothing much has been done about it, simply because no adequate equipment of this kind has been manufactured by furniture supply companies.

Now, as then, the solution has been up to the individual teacher. A few teachers have possessed the imagination and resourcefulness to solve this problem, and we have been faithfully recording the results with our camera during the years.

Study the illustrations on page 910 and the brief descriptions that accompany them. None of these tables is expensive. It is likely that your own school shop, a local cabinetmaker, or a metal-working shop can be prevailed upon to produce one of them for very small cost.

The least expensive is shown in Figure 4; this may be placed on any desk. The leaf for copy slides beneath the top of the box when not in use. It could be hinged and dropped to the side. Such a copy-holding device should be incorporated in all demonstration tables. The more commodious table shown us by William R. Foster (Figure 3) is perfect for general utility where floor space is not limited.

Another highly desirable feature is an extra shelf on which to place the typewriter cover, books, miscellaneous material, and even the typewriter, when the table top is needed for other purposes, such as checking papers. Several of the tables illustrated have such shelves.

Miss Skimin's collapsible table (Figure 5) is light, yet very stable. The photograph was made at the Bowling Green (Kentucky) Business University.

Charles J. Jensen, head of the commercial department of the Chester (Pennsylvania) High School, sent us complete plans and a description of the table shown in Figure 2. He uses this one in his school.

The height of the table should be such as to enable a tall teacher to assume reasonably correct hand and forearm posture at the keyboard when *standing*. Teachers of average stature can use such a table without difficulty, and those of small stature can stand on a wooden box kept close at hand for the purpose.

If you have created a demonstration table of a different type than those illustrated, please send me a good photograph, together with a brief description. At least, tell me about it, so I won't forget to bring my camera the next time I visit you. Anyway, believe us when we say that, next to typewriters, a demonstration table is the most useful and necessary piece of equipment in the typewriting classroom.

## LAST CALL

... for orders for Volume 20 of the **BUSINESS EDUCATION WORLD**—September, 1939, through June, 1940.

Bound copies of this year's **BUSINESS EDUCATION WORLD**—Volume 20—will be supplied only to those who place their orders *this month*.

The price of Volume 20 is \$2.50 a copy, postpaid. Reserve yours now.

THE BUSINESS EDUCATION WORLD  
270 Madison Avenue  
New York, N. Y.

Please send me postpaid ..... copies of  
Volume 20 of THE BUSINESS EDUCATION WORLD  
at \$2.50 each.

☐ Bill me

☐ Payment enclosed

Name .....

Address .....

## V. E. BREIDENBAUGH and MILTON BRIGGS

[illegible]



## No. 9—The Bill of Lading

**D**IRECTIONS TO STUDENTS: Examine the business form accompanying this test. Write the word or words you think necessary to complete the following statements. Each correct statement is worth seven points. (For the convenience of teachers, the keys appear in italics.)

1. Form L is a *bill of lading*.
2. This form is furnished to shippers without charge by *the transportation company*.
3. The original of Form L goes to the *consignee*.
4. The duplicate copy goes to the *railroad agent*.
5. The triplicate copy goes to the *shipper*.
6. In Form L the buyer (or consignee) is *O. T. Fanning*.

7. The seller (or shipper) is *R. C. Williams & Company*.

8. The agent for the railroad company is *E. R. Smith*.

9. At the time he received the invoice covering this purchase (on account), *O. T. Fanning* should have debited *Purchases*.

10. He should have credited *R. C. Williams & Company*.

11. *R. C. Williams & Company* should have debited *O. T. Fanning*.

12. They should have credited *Sales*.

13. At the time of payment for the goods, *R. C. Williams & Company* should have debited *Cash*.

14. *O. T. Fanning* should have debited *R. C. Williams & Company*.

## No. 10—Review

**D**IRECTIONS TO STUDENTS: Write the word or words you think necessary to complete the following statements. Each correct statement is worth five points.

1. A written promise to pay a certain sum of money at a definite future time is a *promissory note*.
2. A written order on a bank requesting payment of a certain sum of money is a *check*.
3. A written order by one person addressed to another for the payment of a certain sum of money to a third person at a definite future time is a *time draft*.
4. An accepted draft drawn by the seller of merchandise on a customer who has purchased goods from him is a *trade acceptance*.
5. The person whose name appears in the lower right-hand corner of a promissory note is called the *maker*.
6. The person whose name appears in the lower right-hand corner of a draft is called the *drawer*.
7. When a time draft has been accepted by the drawee, it becomes a *promissory note*.
8. The person whose name appears in the lower left-hand corner of a draft is called the *drawee*.
9. The person who is to receive payment for a promissory note when it becomes due is called the *payee*.

10. The person who is to receive payment for a time draft when it becomes due is called the *payee*.

11. At the time a promissory note is given, the maker credits *Notes Payable*.

12. At the time a promissory note is paid, the maker debits *Notes Payable*.

13. At the time a promissory note is received, the payee debits *Notes Receivable*.

14. At the time a promissory note is paid, the payee credits *Notes Receivable*.

15. The person or company from whom one buys merchandise on account is called a *creditor*.

16. Any deduction allowed for prompt or early payment of a bill is called a *discount*.

17. The book of original entry used for a record of any merchandise bought on account is the *Purchases Journal*.

18. A record of goods delivered to a transportation company for shipment, showing the terms and conditions under which the carrier accepts the goods for shipment, is known as a *bill of lading*.

19. A memorandum of money and checks to be placed in a bank is known as a *deposit slip*.

20. The book of original entry used for a record of any business transaction that involves money is the *Cash Book*.

**M**ORE than three hundred teachers, administrators, businessmen, and high school commerce students attended the Commerce Conference at Southwestern Louisiana Institute, Lafayette, on April 5. This annual conference is sponsored by the department of economics and business administration, of which Dr. Karl E. Ashburn is head. Associated with him in planning the conference were George Thomas Walker, Miss Huldtt Erath, and K. W. Hall.

In addition to the usual section meetings, separate meetings were held for students. Both groups joined for the two general meetings. Presiding were H. L. Griffin, dean of the College of Liberal Arts, in the morning, and Dr. Ashburn in the afternoon.

The principal speakers were Lloyd L. Jones, director of research, Gregg Publishing Company, and Dr. McKee Fisk, professor of commercial education, Oklahoma A. and M. College.



# on the Lookout

**ARCHIBALD  
ALAN  
BOWLE**

This department brings to you each month helpful suggestions regarding bulletin-board displays, club programs, and equipment and supplies.



**53** I see around the office the new, small Scotch-Tape dispenser made by the Minnesota Mining & Manufacturing Company. It's called "Utility." The roll contains 300 inches of transparent Scotch cellulose tape. Light and compact, it should be useful anywhere—in the school, in the office, in the home—and what's also good about it is that there's nothing to get out of order and it is easily refilled.

**54** Although I don't expect you to buy one of the new "Mailomat" machines, I think you should know about them. The Pitney-Bowes Postage Meter Company has installed them in two railroad stations in New York. The machine enables the public to mail anything from a penny post card to an air-mail, special-delivery letter—all at the drop of the proper coins and the twist of a dial. When letters are inserted

.....  
**A. A. Bowle** June, 1940  
 The Business Education World  
 270 Madison Avenue, New York, N. Y.

Please send me, without obligation, further information about the products circled below:  
 53, 54, 55, 56

Name .....

Address .....

in the machine, they are stamped with postage imprint—containing postmark, date, and cancellation—and are automatically deposited in a regulation U. S. mailbox, ready for scheduled collection.

**55** The Michigan Desk Company has recently announced a new and efficient teacher's desk that has several unusual features. Instead of the customary book-rack, this new model is equipped with a cabinet in which books may be placed, where they will be free from dust. The cabinet operates on a steel rail, making for accessibility at the beginning of the day's work. At the end of the day, the cabinet is run back into the pedestal and, by a turn of a key, securely locked.

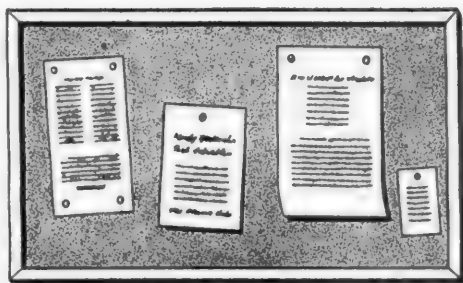
The desk is sturdily constructed, and the interior is finished so as to guarantee against sticking drawers, regardless of climatic conditions. Steel cross-file card trays are available for the drawers and provide considerable additional space. Linoleum tops are available, and the desk can be had in any of the standard woods and finishes. The new model is 50 inches in length by 26 inches in depth, and has a book capacity of from 25 to 30 volumes.

**56** Stenographic Chair Model 110, by Cramer, has, as one of many interesting features, "finger-tip" back adjustment for raising or lowering the back rest and for lateral adjustment. The back rest is scientifically shaped and adjustable to any form; it is fitted with a Whipped Foam Latex cushion, which has a removable snap-on cover.

The seat has "finger-tip" adjustment, also, for raising or lowering. The seat revolves on a spindle with pivot bearing. The spindle and bearing are completely enclosed and are packed in grease to prevent dirt from entering the bearing and to eliminate bearing wear and seat wobble.

The chair seat is fitted with a cushion, which has rounded edges and is 2 inches thick. The cushion has a removable cover for convenience in dry cleaning and replacement.

The chair has replaceable rubber wheels.



# The B.E.W. Bulletin Board

## A MONTHLY SERVICE

**E**VEN as commercial education was for years treated as the stepchild of education, so have bulletin boards been looked upon as of little importance. Some bulletin boards, as a matter of fact, give an appearance of having never been "looked upon." But thanks to the faithful few, more and more persons are becoming "bulletin-board conscious." The pictures of splendid bulletin boards that have appeared in the columns of this magazine bear out this statement.

Bulletin boards are playing an increasingly important part in the schools today; and the matter deserves a great deal of consideration, because of the research, study, and discussion that the preparation of an effective and attractive display entails. During the course of a year, every student can have training in display, in advertising, in artistry, as well as in looking up and assembling data on the subjects that are to be illustrated on the bulletin board.

Recently, for the first time during my recollection, bulletin boards had a place on an educators' convention program. At a meeting of the Florida Educational Association, in Orlando, Florida, Mrs. Eleanor Bigham, of the Lively Vocational School, Tallahassee, contributed an interesting paper, entitled "Bulletin Boards—Their Use and Abuse," in which she made many helpful suggestions. Naturally, we were glad

that she mentioned the contribution that the BUSINESS EDUCATION WORLD Bulletin Board Service is rendering in this particular classroom activity.

One suggestion of the many offered by Mrs. Bigham concerned the collection and harboring of materials for the bulletin boards. The question, "How can one find the right material at the right time to place on the boards?" was answered by Mrs. Bigham's saying, "Magazines and newspapers are full of articles, cartoons, and pictures that lend themselves to effective display. I often come across bulletin-board material that I would like to use during some particular discussion in class; but, when the time comes to use the material, I used to find that I had either forgotten about it, or had to spend time looking for it.

"Not long ago a solution to this problem was suggested: a large scrapbook, with index tabs indicating the topics; pictures, stories, articles, cartoons, etc., to be placed between the leaves. In making up the various bulletin boards, one can readily refer to the scrapbook file for illustrative materials and ideas. Good displays can be collected without spending money if one devotes time, imagination, and effort, and brings an observing eye to the task."

Mrs. Bigham also stated, "It is difficult to get students to read bulletin boards unless their attention is attracted by something unusual. The bulletin board must tell at a glance that there is something there of interest to the youngsters—something they cannot afford to miss."

Another point that Mrs. Bigham brought out is that the bulletin board must be as effective as an advertisement that attracts attention and immediately focuses it on the article advertised. She warned against cluttering up the board with extraneous matter that only tends to confuse, and emphasized the necessity of having a "center" and of being sure that all else complemented it—and did not detract from it.

In conclusion, Mrs. Bigham said, "Bulletin boards do require time and effort, but I believe that through them we can do some of our most effective teaching."

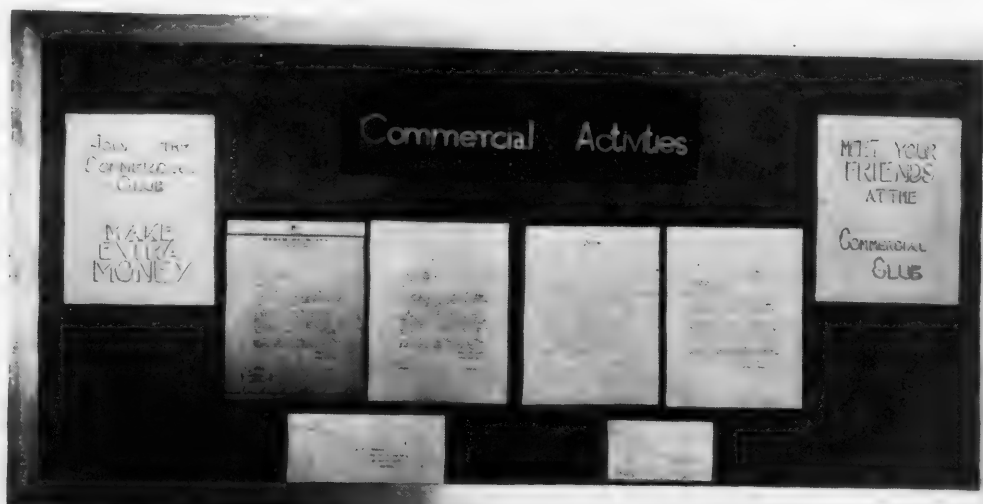


FIGURE 1

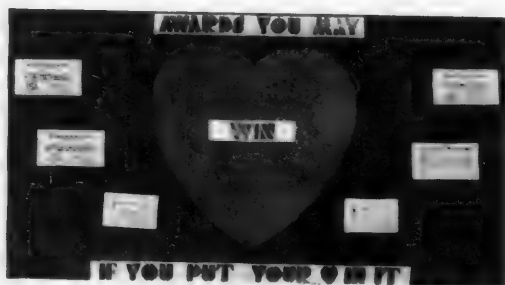


FIGURE 2

Which are you?

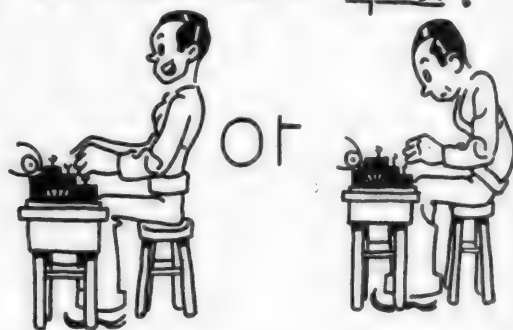


FIGURE 4



FIGURE 3

Have you  
L.W.?

"LAZY  
Wrists."

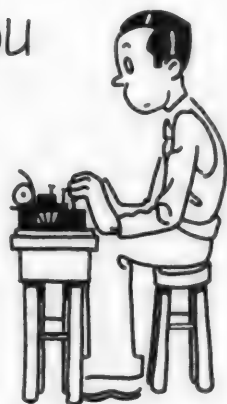


FIGURE 5

• • It is an easy step to the contribution of Miss Carlotta V. Cuning, Central Junior High School, Kansas City, Missouri. Miss Cuning's subject is typing. To interpret the ideas she is teaching, Miss Cuning took a tip from the advertiser who uses a humorous character. The outcome of a discussion with the students was "D. T.," or "Demon Typer," who is portrayed through a series of cartoons—two of them are shown on page 916 (Figures 4 and 5).

Some of Miss Cuning's comments in discussing typing-technique tips were:

"As a teacher of typing have you ever longed for something to break the monotony of the appearance of the commercial room? Have you wished for something useful as well as ornamental? Not that specimens of the pupils' work, typewriter keyboard charts, posture pictures, and the like are not useful, for they all have their place in the typing classroom. But, have you ever wanted something different? I have. So I talked the matter over with my class, and we decided that we wanted something with humor, and yet something that would make our points very clear—so as to liven up the room and pep up the teaching. We prepared a list of items we wanted to present. Here are a few of them, as they related to typing:

1. Posture
2. Wrists in good position
3. Rhythm
4. Even touch
5. Eyes on copy
6. Careful proofreading
7. Neat erasing

"These were the ideas we wanted to translate into cartoons and pithy sayings; so we put "D. T." into action. The posters were prepared on white cardboard, done in black India ink, and measured 11 inches by 14 inches. The accompanying "Have You L. W.?" is typical. Seven charts have been on display. Some of the captions follow:

THIS IS "DEMON TYPER"  
CALLED "D.T." FOR FUN.  
IF YOU FOLLOW OUT HIS RULES  
HALF YOUR BATTLE'S WON!

"FOR A QUICK GET-AWAY, USE THE 'SNATCH STROKE.'"

HAVE YOU L.W.—LAZY WRISTS? (See Figure 1.)

D.T.'s THEME SONG: "I GOT RHYTHM."

KEEP EYES ON COPY  
WHERE THEY BELONG,  
THEN START RIGHT OUT  
AND WRITE RIGHT ALONG!

"The introduction of these "D. T." cartoons, we feel, has had a very beneficial effect. Summarized, the results have been: pupils saw and realized the need of correcting imperfect methods of operating the machine; the idea, being constantly before them in a form that was pleasing, caused them to pay more attention to the admonitions of "D. T. and eliminated the necessity of constantly saying, "Do this," "Don't do that." Pointing to the poster was sufficient and was more effective. It was a co-operative venture—a characteristic that is important to boys and girls going into business; and we had fun in doing it."

• • Christopher Columbus discovered America—and the Christopher Columbus High School, in New York City, has been discovering new ways of effective displays through the medium of its bulletin boards. The accompanying photographs were sent in by Mrs. Helen McConnell, at our request.

"You may WIN, if you put your heart in it," was the inspiration of Valentine's Day; and, sure enough, all the certificates shown are available to those who will try hard enough for them. A truly striking board.

The Commercial Activities bulletin board emphasized the work of the Commercial Club.

The third board listed the grades made by students and showed "stars" of accomplishment. The photographs of the authors of the textbooks used in the classes added a personal touch to the board.

Another board that is being worked out will have "Orchids To You" as its theme, and a mass of orchids in color (pictures of them at least) will surround the Honor List.

Still another idea for a bulletin board from Mrs. McConnell—one that is being worked out now—deals with jobs, and how to get them. It will contain pertinent information about the Civil-Service examinations and vocational guidance matter.



# Commercial Clubs

## 600 Membership

FROM Miss Margaret E. Wieben, head of the business education department of the Mark Keppel High School, Alhambra, California, comes interesting information about some of the features of the Secretarial Club of that school.

The club, which will celebrate its tenth anniversary this coming June, was organized with about a dozen members. It now has a membership of over six hundred, including the alumni and the A12's in training this year.

The purposes of the club are fourfold: (1) To bring to every member real friendship and fellowship. (2) To make for interest and instruction in the secretarial work. (3) To aid each member to build a better background in advance of actual employment, both socially and in the skill and ethics of the work. (4) To render some worthy contribution to school, charity, and society during each semester.

"'Always better service to our school and community' is the slogan of the club, which strives at all times to further in all possible ways a fine relationship between the business public and the business education departments of our high schools. Both Alhambra City High School and Mark Keppel High School, we feel, are doing an outstanding work in that they are successfully preparing the high school student to accept secretarial employment immediately upon graduation.

"The club emblem is a large wheel. As the wheel turns, it serves the individual member, the school, the community, our America. The hub is the B12 class in office practice. The spokes are the many offices of our school served by the A12 secretaries. The solid rim, holding all parts together, is the loyal alumni group—over five hundred strong!

"The alumni members now placed in business offices in Los Angeles and in our own community constantly aid the school placement bureau in placing each succeeding group of secretarial graduates."

The two strong and outstanding features

of this club, it seems to us, are the cohesive holding together of present students and graduates in a club dedicated to mutual help and the broad outlook that is envisioned by its aim—to render some worthy contribution to school, charity, and society during each semester.

## Systematic Organization

"Oshkosh High School is proud of its Commercial Club!" And rightly so, for it is an effective organization of the students doing things for the school first and, incidentally, accomplishing much for their own ethical and moral good. Mothers are often forgotten in the busy-ness of school life, and so it is refreshing to learn that this year the members of the Commercial Club of Oshkosh High School voted to bring their mothers to the school for a program and tea. It was an honor day for Mother. Corsages of orchid sweet peas were presented to each mother, and we are sure that it was a real treat for them to be so well remembered by this progressive club.

Twice a year new members are accepted and are welcomed at an initiation party. The club had a Hallow'en party in the fall, and a leap-year party in the spring. There will be a Christmas party with inexpensive gifts at Christmastide.

The club is well organized, with committees working all the time to engage speakers, arrange field trips, and plan programs. An outline of the semester's activities and detailed plans for two meetings are prepared in advance so that there will be no break in the year's activities.

Each member pays 50 cents for a special pin and may earn a guard for it by giving two comprehensive reports before a club meeting. The reports deal with such topics as business etiquette, travel, courtesy, and duties of a stenographer. Officers are required to give only one report, as their work as officers is considered as equivalent to one report. Dues are 15 cents a semester and the amount so collected takes care of incidentals at the parties and other minor expenses that occur in the conduct of the club.

As an incentive to better typing, a silver trophy has been purchased on which is en-

graved the name of any commercial student who types 65 words a minute.

The students, with the club adviser, take part in a weekly bowling "tournament." Prizes are offered for winners in these weekly bouts.

A well-planned picnic on the shores of our beautiful Lake Winnebago is an annual

event to which every member looks with pleasure. "No doubt the smooth running of this annual affair is due to the systematic plans that are made well in advance," says Miss Irene Schwandt, adviser of the commercial club. Miss Schwandt, in submitting the reporting, said, "System is our middle name."



W. B. ELLIOTT  
President

## Tri-State Association Holds Annual Spring Meeting

*Hotel William Penn, Pittsburgh*

*April 26-27*

THE Tri-State Commercial Education Association held its annual spring meeting on April 26 and 27 at the Hotel William Penn in Pittsburgh, under the direction of Dr. Elmer G. Miller, Pittsburgh's director of business education, and president of Tri-State. Miss Jean Ludebuehl was chairman of the committee in charge of arrangements for the reception and dance that opened the convention on April 26.

Interesting and forceful addresses followed the business meeting held on Saturday morning. G. B. Ussery, assistant to George H. Dennison, general manager of the Better Business Bureau of Pittsburgh, and Dr. Ralph C. Hutchinson, president of Washington and Jefferson College, Washington,

Pennsylvania, were the speakers. Senator Wayland Brooks, of Chicago, was the luncheon speaker.

The following new officers were elected:

*President:* W. B. Elliott, Elliott School of Commerce, Wheeling, West Virginia.

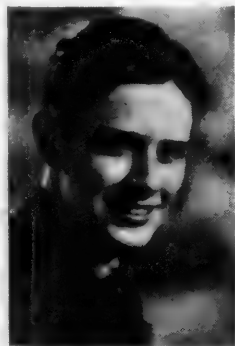
*First Vice-President and Editor of "The Tri-State Educator":* Alan C. Lloyd, High School, Munhall, Pennsylvania.

*Second Vice-President:* Elizabeth Seberry, Langley High School, Pittsburgh.

*Treasurer:* Robert L. Fawcett, Peabody High School, Pittsburgh.

*Secretary:* Zelma Bundy, John Marshall High School, Cleveland.

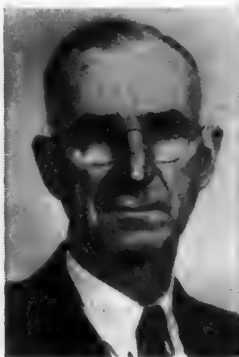
*Members of the Board:* F. H. Sumrall, Grove City College, Grove City, Pennsylvania; Dr. R. J. Worley, Duquesne University, Pittsburgh.



ALAN C. LLOYD



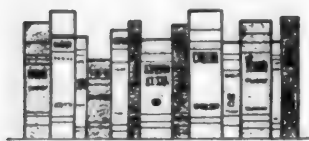
R. L. FAWCETT



F. W. SUMRALL



DR. R. J. WORLEY



# Your Professional Reading

**MARION M. LAMB**

Let this department guide your professional reading. The B.E.W. is constantly on the lookout for new books and magazine articles of interest to business educators.



**R**EADING the Stephens College catalogue one evening (and if you don't know about the educational program at Stephens Junior College at Columbia, Missouri, don't let the summer pass without finding out about it), I found this statement concerning the office worker's need of both culture and technical training:

A young woman's culture represents what she is; her technical training, what she can do. Technical knowledge is a means of getting into a profession. Culture is the background upon which one progresses in the profession. Stephens College regards sound and thorough technical training as a necessity, but also considers cultural training essential to women aspiring to the higher positions in the business world.

That states the case exactly, does it not?

## ***The Emerging High School Curriculum and Its Direction***

By Harold Spears. American Book Company, New York, 1940, 400 pages, \$2.50.

Mark this one for vacation reading if you're in doubt about the answers to any of the following sample questions:

1. What two large city systems are moving away from the subject curriculum toward something more socially functional?
2. What do we mean by the term "core curriculum"?
3. What states are pioneering in curriculum reorganization? What are their achievements to date?
4. How can one teach "through real experience" in a school situation?

5. What school owns 233 acres facing a lake and uses them as a camp site for student projects in living during the school year? (Editor's note: My choice for second childhood).

6. What high school is attracting attention because of its unique schedule: no classes on Mondays or Wednesdays, which are "free study days"; classes on Tuesdays and Thursdays; and "achievement-day" programs on Fridays.

7. What school system offers a program of instruction for that forgotten man, the taxpayer, and his contemporaries?

8. What community-centered school includes among its many practical and unusual services public forums, led by capable speakers, for mature citizens; and "youth dances," admission charge from 5 to 10 cents?

9. What college and university laboratory schools are attracting interest? Why?

10. In what ways are these community and student-centered curricula superior to the subject-centered curricula? What difficulties are encountered in attempting to administer these modern curricula? How may these difficulties be overcome?

## ***A New Design for Women's Education***

By Constance Warren. Frederick A. Stokes Company, New York, 1940, 278 pages, \$2.

Constance Warren, president of Sarah Lawrence College, describes in this book "a college in action which has accepted frankly this new objective of making the whole college experience serve each student to the best of its ability rather than serve scholarship as an end in itself."

Sarah Lawrence College, now eleven years old, and Bennington College, in existence seven years, are the first colleges thus to shift the emphasis from the curriculum to the interests of individual students.

The difference between the individualized education at Sarah Lawrence College and the education offered at the traditional colleges seems to be very much like the difference between custom-made and ready-made suits: the first may be strikingly superior to the second in quality, fit, and prestige value, and comparatively higher in price, but the fate of the suit or the education will depend primarily upon the quality of the person to whom it belongs and the value he places upon his possessions.

This is not to argue that the traditional curricula of our colleges do not need critical appraisal. On the other hand, however, one wonders when reading Miss Warren's book whether the student's interests and aptitudes are a wholly reliable index to the student's educational needs.

Few of us who are educating students for contemporary life will quarrel with Miss Warren's statements concerning the relation of vocational education to human development:

"Education should center around training for living. This seems to me basic to success in specialized fields, whether it be in the home, in business, or in the professions. We are never sure that we can practice the specific job we train for, but if college has helped us to make a good adjustment to living, if we have developed an awareness of other people and of realities in the world about us, a habit of setting ourselves to work, and an expectancy of doing our share, specific techniques can be built upon this foundation easily.

"If such a foundation is lacking, the best vocational training in the world is valueless, as any employer will tell you.

"Let me make it plain, however, that I am not arguing against vocational training here on the theory that it is beneath the academic dignity of the college. It should have a definite importance in training for living. Professionals teaching in this college constantly emphasize professional techniques; and dons, instructors, and outside speakers often stress this important issue. I am simply saying that the primary objective of education should be human development rather than vocational training—that to proceed on the opposite theory is certainly futile, probably dangerous.

"On the other hand, the educational remoteness characteristic of some colleges, and which some educators feel to be the only alternative to vocational work, is equally futile and dangerous. It is a candid appraisal of this fact which has led to the basic and far-reaching changes we have made in the college curriculum . . .

"Thus in field after field of study, the challenge which we throw down to the student is 'Look around you; what kind of world do you live in?' The transcendent purpose is to help the student discover herself in relation to her environment—an adventure in self-discovery which may lead through time or space or both."

### **Introducing the New York Times Into Classes in Economics**

By Joseph P. Crowley. *New York Times*, School Department, Times Square, New York, New York, 10 cents.

Teachers who wish to teach economics from the practical, as well as the theoretical standpoint, will find this booklet helpful. The exercises based on the financial pages of the *New York Times* provide plenty of opportunity for students to apply their knowledge in concrete, modern situations.

### **The Secretary's Handy-Aid**

By Anne Saum. M. Gancel Co., Inc., 183 Pinehurst Avenue, New York City, 1940, \$1.

Give this practical, compact handbook to any sweet girl graduate who expects to do secretarial or stenographic work, and she will remember you with daily gratitude for quite a long time, for it is almost certain that your gift will be used for daily reference.

Written for the secretary who has already mastered the skills and knowledges fundamental to secretarial work, *The Secretary's Handy-Aid* contains information on business manners; getting a job; planning for a job; arranging a work program; improving one's ability in letter-writing, typing and shorthand, mailing procedures, filing, duplicating, telephone and telegraph communication, and the use of the English language; with a concluding chapter on maintaining one's place in business.

The author of the book is personnel counselor of Stern Brothers, a New York department store, and was formerly director of the service bureau at Ohio University, Athens.

### **New Government Publications**

*Minimum Essentials of the Individual Inventory in Guidance*, Vocational Division Bulletin No. 202, United States Department of the Interior, Office of Education. 15 cents.

*Educational Directory, 1940*, Part 3. Colleges and universities, including all institutions of higher education. 1939. 86 pages. (Education Bulletin 1940, No. 1, Part 3.) 10 cents.

### **Guidance and Personnel Books of 1939**

Occupational Index, Inc., New York University, Washington Square East, New York, New York. A selected, annotated bibliography. 25 cents a copy, 15 cents a copy for ten or more.

### **Occupational Counseling Techniques, Their Development and Application**

Technical Board of the Occupational Research Program, American Book Company, 1940, 273 pages, \$2.50.

Results of the Occupational Research Program of the United States Employment Service, whose workers have been engaged for several years in studying job requirements in various parts of the country, are here presented for counselors who wish to know more about worker characteristics required for various occupations and about means to measure those essential characteristics.

The book is solid and technical. It will no doubt be invaluable to those trained in vocational counseling; the lay reader will get from it little but a feeling of incompetency.

## Advertising As a Career

*A Vocational Guide for Youth*, by Mark O'Dea. Mark O'Dea, 400 Madison Avenue, New York, 1939, 128 pages. 30 cents for single copies, 24 cents each for ten or more.

Teachers of advertising and vocational counselors will find this guide to advertising well worth the price. It is not a textbook, but a primer or handbook for those who wish to enter advertising or for those who have just entered the field and wish to progress as fast as possible. Mark O'Dea is an advertising executive, known to some of us by his book, *A Preface to Advertising* (McGraw-Hill, \$2).

## General Composition of the Teaching Population

*National Education Research Bulletin*, March, 1940. Research Division of the National Education Association of the United States, 1201 Sixteenth Street, N.W., Washington, D. C., 25 cents.

This issue of the *Bulletin* gives the results of studies made regarding the status of the teaching profession. These are some of the conclusions drawn:

"It is apparent that on the average the typical public school teacher is a relatively young, unmarried woman and is recruited from a social background characteristic of a middle economic level of American life. There is some evidence to indicate that more men are entering the field of classroom teaching. . . . Influences tending to raise the age level and contribute to the maturity of the teaching population may be discerned. The trend is toward rather than away from women teachers marrying and remaining in the profession. In teachers' colleges increased efforts are being made to enrich the social and cultural backgrounds of student teachers. Thus, it is possible that the general composition of the teaching population will change in the next decade."

In the "Foreword" of the same issue, Willard E. Givens, executive secretary of the National Education Association, says in part: "Working alone, few of us can exert much influence upon professional progress; through organized effort more can be accomplished. We need to participate actively in community affairs. Some of us do not even vote regularly in local elections, thereby failing to express our choices on matters of professional importance. When we are indifferent to the civic aspects of educational issues, have we reason to expect other citizens to be more active? Francis Bacon wrote, 'I hold every man a debtor to his profession.' If we are a part of the profession of teaching we should be willing to give some of our time and money to its improvement."

CHARLES H. GORSLINE, one of that now small company who were leaders in business education at the turn of this century, died on February 3.

Mr. Gorsline was born in North Hillside, New York, in 1864. He was a graduate of the New York Normal School at Albany, and taught in Albany, Staten Island, and Manhattan, New York, in private and public schools.

In 1890, he began a long career of teaching in Sachs Collegiate Institute, New York, now the Franklin School. Except for a two-year period, he taught continuously in this school for a total of forty-eight years.

In 1901, he and his wife organized the Gorsline Secretarial School in New York, maintaining it as a select school for thirty-two years. Mr. Gorsline divided his time between the Franklin and Gorsline institutions.

Mr. Gorsline was well known as an expert penman, and in the early days he assisted J. N. Kimball and others in conducting typewriting contests in New York. He taught all commercial subjects.

The funeral was held in the Franklin School, interment being at Mellenville, New York.

We extend our sympathy to his widow.

D R. GEORGE E. WALLACE, professor of industrial education at Mississippi State College, passed away at his home in State College, Mississippi, on April 20, 1940.

In his passing, industrial education and distributive education lost one of their most ardent advocates. He not only worked untiringly for higher standards in vocational education, but he also tried to get a unified state commercial curriculum and standard teaching procedures established in Mississippi.

As state teacher trainer in distributive education, one of his last self-imposed assignments was a state-wide survey of commercial education. A few weeks before his death, he compiled a report covering the commercial offerings in sixty-nine of the largest cities and towns in Mississippi.

He said, "Commercial education ought to be as broad as the commercial and industrial life of the community. Since so many of our students complete their formal education at or below the high school level, we want to fit them for efficient entrance into the community business life. To do this, our present commercial curriculum should be enlarged."





# Shorthand Practice Material

## THE GREGG WRITER

★ Each month the B. E. W. gives in this department some 5,000 words of selected material counted in units of 20 standard words for dictation. This material will be found in shorthand in the same issue of THE GREGG WRITER. ★

## What Becomes of the World's Wild Animals

By HUGH A. STUDDERT KENNEDY  
in the "Dearborn Independent"

Annotated for the First Eight Chapters of the Manual  
(Concluded from May issue)

Dr. Grinnell returned to the attack with vigor. He would not depart for one instant<sup>2700</sup> from his first position.

My dear Sir:

I have your further communication of the eleventh, reasserting<sup>2320</sup> your failure to understand what becomes of the remains of various birds that die. In my turn, I must<sup>2340</sup> reiterate my own conclusion that there is no difficulty whatsoever in accounting for the disappearance<sup>2900</sup> of animal remains.

It must certainly be the experience of those, as in the case of myself,<sup>2930</sup> who are in the field closely observing natural phenomena day in and day out for weeks at a time, that<sup>2400</sup> remains of defunct animals are very frequently encountered. Remember that there are 365<sup>2420</sup> days in the year, that the mean population in bird life throughout our territory does not probably reach<sup>2440</sup> a figure above six individuals per acre. The mean rate of reproduction per year is probably<sup>2460</sup> under 300 per cent. That would mean a maximum of a dozen dead bodies per year to be accounted<sup>2480</sup> for on one acre; and that would be one every 30 days!

As for London, I am unfortunately not<sup>2800</sup> familiar with the conditions there. But if Londoners are as careful in their street sweeping as, say, obtains in<sup>2530</sup> Berkeley, there is not much show for an English sparrow or even a pigeon remaining in plain view very long.<sup>2540</sup>

Very truly yours,

JOSEPH GRINNELL

Well, as I read this letter, I had it in me again and again to<sup>2500</sup> controvert statements it contained. The dozen dead birds per year, per acre, working out at one every thirty days,<sup>2860</sup> did seem plausible enough until I recalled the fact that birds, like humans, do not spread themselves over the earth's<sup>2900</sup> surface like so many sown potatoes, one to an acre, but that over stretches of hundreds of square miles there<sup>2920</sup> might be few or none, while in some small favorable locality there might

be tens of thousands. Then again, it<sup>2640</sup> is not only a matter of birds, but of millions of other wild animals. Even on the sown potato<sup>2660</sup> principle, Dr. Grinnell's acre should have many more silent occupants every month than one dead bird.

Then<sup>2880</sup> the point about the scavengers, even in Berkeley, one might reasonably expect that a bird would occasionally<sup>2700</sup> fall to the ground just after the excellent scavengers had passed that way, and so "remain in plain view" at<sup>2730</sup> least twenty-four hours. I did not, however, write to Dr. Grinnell any further on the matter but instead<sup>2740</sup> sent my letter of inquiry to Luther Burbank. By return mail there came this reply:

Dear Sir:

I am as much<sup>2700</sup> in the dark about the question which you ask as you are, to say the least, probably more so. So am unable<sup>2780</sup> to help you in any way, much as I would desire to do so.

Respectfully yours,

LUTHER BURBANK

That seemed to<sup>2800</sup> me to be enough. (2804)

## The Eminent Dr. Foo

An Exercise on Homonyms

By MARGERY SNOKE

The eminent Dr. Foo is going to speak tonight. But he is in imminent danger of not being able<sup>30</sup> to come for he just received a telegram from a coal miner in Pittsburg. A minor accident had just<sup>40</sup> occurred and he was a sight for sore eyes. On the site of the accident, he cited several causes, but most<sup>60</sup> of them were not credible for "Safety First" was the rule.

I am not averse to saying Dr. Foo's actions were<sup>80</sup> very creditable in spite of much adverse criticism.

I sold Dr. Foo's celebrated canvas of<sup>100</sup> the coal mine after canvassing three counties and the state capitol building for someone who had enough capital<sup>120</sup> to invest.

Bobby Foo, his little son, wouldn't eat his cereal this morning until he had biscuits with<sup>140</sup> currant jelly to eat with them. Then we had to promise to take him to the current serial, "Flash"

Gordon. It<sup>100</sup> made no *difference* to us whether we saw "Flash" Gordon or not, but in *deference* to him, we decided to<sup>100</sup> go.

Unfortunately, we had to have some money and, as Dr. Foo's stocks remained *stationary*, I wrote him<sup>200</sup> on his personal *stationery* to telegraph us some. However, as Dr. Foo was a man tall of *stature*,<sup>220</sup> he was to pose for a *statue* in the park. Having violated a law on the *statute* books, he had to<sup>240</sup> pay his fine first.

This was too much for even me and I needed a *stimulant* very badly, but it just gave<sup>260</sup> more *stimulus* to Bobby's young mind. He became *exceedingly* difficult to handle. He would scream until we<sup>280</sup> would *accede* to his requests and *assent* for him to begin an *ascent* of the circular staircase.

To *lessen*<sup>300</sup> the annoyance, we told Bobby to study his *lesson*. He went out into the *luxuriant* growth of Dr.<sup>320</sup> Foo's tropical garden and settled in the *luxurious* lawn swing. He *neglected* to latch the garden gate and,<sup>340</sup> as a result of this *negligence*, the *principal* of Bobby's school came in.

Bobby was well *principled* in manners<sup>360</sup> and surprised us all by speaking *respectfully* to him. The two went out the gate, Bobby and the *principal*<sup>380</sup> *respectively*. The *farther* they went, the *further* the principal got toward making friends with Bobby. Where he had<sup>400</sup> *formerly* spoken so *formally*, he was now laughing and joking.

As Bobby and the principal walked through the<sup>420</sup> *healthful* spring air, the *latter* told Bobby he was a very *healthy* boy and that *later* he would make a fine football<sup>440</sup> star. Bobby looked pleased at this *compliment*.

"I will need a *loan* of about five dollars to *complement* my<sup>460</sup> activities," Bobby stated. We could see he was acting quite grown up. "Could you *lend* me some until Tuesday?"

"I just<sup>480</sup> loaned mine to the British *consul*," the principal stated, "but take my *counsel* and go before the city *council*.<sup>500</sup> If you keep at them *continually*, they would loan it to you *continuously*."

"But, sir," Bobby protested.<sup>520</sup> "I have been in *correspondence* with their main *correspondent* and he has just been named *co-respondent* in a divorce<sup>540</sup> suit with the *depository* of the council's funds."

"That's quite all right. They are going to build a new<sup>560</sup> *depository* and, *except* for my money, they would have to *accept* the aid of someone else."

With this last remark Bobby,<sup>580</sup> now that his future was settled, scampered back ready for "Flash" Gordon. After three boxes of aspirin, I<sup>600</sup> finally fainted. (604)

## Shooting Anvils

From the "K. V. P. Philosopher"

Issued by the Kalamasoo Vegetable Parchment Company

NOT many of you who read this paragraph ever heard of "shooting anvils." Fewer, including this writer, have<sup>30</sup> seen them shot, for it is a lost art. But up to fifty or sixty years ago, no Fourth of July or political<sup>40</sup> victory could be properly celebrated without the noise which only two anvils

and a liberal<sup>60</sup> charge of black powder could provide.

A blacksmith's anvil weighs from one hundred and twenty-five to two hundred and<sup>80</sup> fifty pounds. There is usually a hole or depression in the base which is big enough to hold half a pint<sup>100</sup> to a pint or more of liquid. Two anvils are necessary, a keg of powder, a long iron rod, and a bonfire.<sup>120</sup>

One anvil is turned upside down on the ground so that the hole is on top. It takes a crew of four men to do<sup>140</sup> a proper job. One fills the hole with powder from the keg, two lift the second anvil and place it on top of the<sup>160</sup> first, thus confining the powder, and the fourth touches it off. He uses the long iron rod kept red-hot in the fire<sup>180</sup> and touches either a fuse or a powder train which the first man has laid. Sometimes a third anvil is piled on top,<sup>200</sup> and the explosion will send both of them several feet into the air. A good crew will fire their anvils as fast<sup>220</sup> as a gun crew on a muzzle-loading twelve-pounder, and make as much noise. In those days, artillerymen back from<sup>240</sup> the Civil War battlefields got the first call when it came to shooting anvils.

At the little crossroads where we were<sup>260</sup> born, Elder Bob McKinney kept the post office and general store on week days and ran the Sunday School on Sundays.<sup>280</sup> Good natured and popular with all who knew him, he could always be counted on to furnish twenty-five pounds<sup>300</sup> of black powder, while Jim Abernathy, across the road, would lend his anvils. Elder Bob liked a joke as well as<sup>320</sup> the next one, and if it was on himself, so much the better.

He used to laugh until the tears rolled down his face as<sup>340</sup> he told about the time Charlie McMakin was loader man for a political jamboree. Charlie had loaded<sup>360</sup> the anvil for a score or more explosions, and was on his way to load for another, when all of a sudden,<sup>380</sup> he disappeared in a cloud of smoke and flame. Some of the boys carried him into the store after they had put<sup>400</sup> out the fire. There wasn't enough left of Charlie's pants to wad a shotgun, and he was badly burned from his knees to<sup>420</sup> his shoulders. Elder Bob anointed him with vaseline and sent down the road for Dr. Sproul. Later, he gave him<sup>440</sup> a pair of new overalls to go home in. It was some weeks before his burns healed.

What had happened was this: Charlie<sup>460</sup> was a mighty hunter, and like nearly everyone else in those days, loaded his own shotgun shells. His method<sup>480</sup> of loading the anvil that day had been "one for the anvil and one for Charlie." At the time of his great disappearing<sup>500</sup> act, his pockets were full of the stolen powder. A stray spark did the rest. "Even aside from the powder,"<sup>520</sup> Elder Bob used to say, "the joke was on me. Charlie never paid me for those overalls!" (536)

IF you chop your own wood it will warm you twice. (8)

THE worst bankrupt in the world is the man who has lost his enthusiasm. Let him lose everything else but his enthusiasm, and he will come through again to success.—Arnold

TO cultivate kindness is a valuable part of the business of life.—Johnson

## To a Reindeer Round-Up

From "Petticoat Vagabond Among the Nomads"

By NEILL JAMES

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(Concluded from the May issue)

<sup>4100</sup>HOSPITALITY here is genuine. Without it life in this land of winter would be impossible, for the traveller<sup>4120</sup> must find shelter at night, and all Lapps are travellers at one time or another. It is a custom dating<sup>4140</sup> from time immemorial that no traveller is refused a night's lodging. Even the family's bitterest<sup>4160</sup> enemy will be allowed to stretch his reindeer skin in the corner and find a night's respite from the arctic weather.<sup>4180</sup> Though he may not be proffered coffee or food, his reindeer will find moss.

Coffee is the great sedative of the<sup>4200</sup> people. After six months of life here, I finally arrived at the point where I could toss off twenty or so cups<sup>4220</sup> a day and like it. Already on this my first day's travel I had consumed eight cups. My mouth now watered for a<sup>4240</sup> piece of the juicy reindeer meat simmering in the stewpot. But I realized this was not to be when Elli,<sup>4260</sup> the older woman, filled the small square wooden coffee grinder, seated herself on the bench and began grinding the<sup>4280</sup> freshly roasted coffee beans.

Now that we had been made welcome, Marit, a girl of about eighteen, drew on her mittens<sup>4300</sup> and went outside into the night, untied the reindeer and led them to the woods where they would find moss. For a guest<sup>4320</sup> to take his reindeer directly to the woods near a home without being invited to do so would be regarded<sup>4340</sup> as rude as if he went to the barn and boldly helped himself to the fodder. A reindeer is practically<sup>4360</sup> self-supporting, feeding upon lichen which it digs from beneath the snow, requiring neither water nor shelter<sup>4380</sup> in winter. With an abnormally high blood temperature—ten degrees higher than other animals—a deer<sup>4400</sup> is quite comfortable sleeping on the snow in the open. Several times during the evening it is necessary<sup>4420</sup> for the reindeer to be moved to fresh feeding places.

While the coffee was being prepared, Herr Walle, helped<sup>4440</sup> me out of my fur moccasins, and hung them above the fireplace on pegs provided for the purpose, shook out the<sup>4460</sup> hay and placed it before the hearth to dry. Anni, the mother of little Johan, put aside her sewing and brought<sup>4480</sup> a pair of beautifully made white reindeer moccasins for me to wear while my own dried. The baby, though warmly<sup>4500</sup> clad, was without benefit of diaper or pants and played happily on the cold floor pulling fur from a box<sup>4520</sup> of miscellaneous bits of skins from which his mother worked.

The shiny brass kettle began to sing and Elli<sup>4540</sup> dumped the contents of the little wooden tray from the bottom of the coffee mill into the pot, deposited<sup>4560</sup> a generous portion of coarse salt, and when this had cooked up and settled with a piece of ice, she poured coffee for<sup>4580</sup> the guide and myself and invited us to sit at table. The hot coffee was comforting to a frozen<sup>4600</sup> vagabond, but the aroma arising from the stewpot when Elli re-

moved the lid and fished out a hunk of meat<sup>4620</sup> for herself was tantalizing. She stood with her back to the rest of us and ate her dinner from the table. When<sup>4640</sup> Anni followed her example and Marit returning from the woods also appeased her hunger, I realized<sup>4660</sup> with disappointment that the evening meal, a very informal affair in this home, was over. Hunger emboldened<sup>4680</sup> me. I hunted in my pocket for a piece of paper on which Mrs. Aspelin had so thoughtfully written<sup>4700</sup> a few useful phrases in Finnish. I pointed to "I want some food."

Having learned more of Lapp customs, I now<sup>4720</sup> quite appreciate how I startled Anni with such a request. She probably felt as a woman would if an<sup>4740</sup> innocuous worm had turned into an aggressive centipede right in her hand. Laplanders are a race old and<sup>4760</sup> wise, and do not readily reveal their real feelings. From Anni's reaction one might easily believe it<sup>4780</sup> was quite usual for an American to come to her home every day and ask for food. But it was not<sup>4800</sup> served with the coffee, a ritual welcoming a guest. A plate of boiled reindeer, unleavened bread, which the Lapps themselves<sup>4820</sup> bake in thin flat discs, and butter, were served to me on a table in the adjoining room, where a fire had been<sup>4840</sup> kindled in a long, low iron stove. Later, when Anni returned from milking the cows, she strained some of the fresh milk<sup>4860</sup> and brought it to me still warm. This was the first Lapp family I had seen at home and I was interested in<sup>4880</sup> everything, just as a Lapp would be if suddenly she found herself in a New York apartment.

Although the<sup>4900</sup> Lapps speak two or more languages, they converse among themselves in Lappish. They have a rather nice conversational<sup>4920</sup> manner, not talking all the time, and the Lapp language, made up of soft liquid sounds, is more pleasing to the ear<sup>4940</sup> than other Scandinavian tongues. As soon as I had eaten, I returned to the living room, which is literally<sup>4960</sup> what its name implies. Many Lapp homes are divided in half, having a second room, but it is rare indeed<sup>4980</sup> that more than one room is heated and used, the second serving as a storeroom for clothing and bedding. Food is<sup>5000</sup> kept in an extra storehouse, usually built on stilts, which in this frigid climate is in truth a refrigerator.<sup>5020</sup> The food freezes as hard as iron.

The house was not warm, but since we were clad in layers of woollens it<sup>5040</sup> was comfortable. Anni moved nearer the fire, the better to see to thread the large three-cornered steel needle with<sup>5060</sup> the sinew of reindeer, thoroughly chewed and hand-spun, with which she sewed the fur. It had been a strenuous day for<sup>5080</sup> me and, having satisfied my appetite, I was soon nodding on the bench. There was only one bed in the house.<sup>5100</sup> We were six. But a small matter like that is of no moment in this section of the world. As the guest, I was given<sup>5120</sup> the bed and one room to myself, while the guide and family bunked on the floor on and under reindeer skins in<sup>5140</sup> the other. My fur moccasins, hay, mittens and cap were transferred to my room and hung above the little iron<sup>5160</sup> stove, which really heated rapidly, warming its corner of the room. When I saw a portable sewing machine<sup>5180</sup> on the floor in the corner I thought that a slick sewing-machine agent had been this way. An electric sewing<sup>5200</sup> machine in

the home of a people who still lived in the era of firelight! But I was mistaken. It was<sup>5230</sup> a portable Singer, operated by hand. Later I found one in practically every home and tent<sup>5240</sup> I visited. Somebody *had* done a good job of selling.

The double-paned windows were frosted over, but when<sup>5250</sup> I made a final trip out of doors before turning in, the moon was shining brightly, and it was lighter than the<sup>5260</sup> days of twilight I was later to experience.

The eider-down sleeping bag which had been in a below-zero<sup>5300</sup> temperature all day was unrolled to thaw out. I now zipped it up part way, spread it on the bed, which was an<sup>5340</sup> extended bench, with wooden seat removed, crawled in and was fast asleep long before the Lapps in the next room gave thought<sup>5360</sup> to spreading their skins for the night. Few indeed were future occasions when I was to enjoy such exclusiveness<sup>5380</sup> and luxury.

In Lapland I found it possible to live quite a primitive life and yet experience some<sup>5380</sup> of the little luxuries of civilization. Breakfast in bed, for example. The next morning, Elli<sup>5400</sup> awakened me with a steaming cup of salted coffee. Apprehensive lest this constitute food for the day, I<sup>5420</sup> indicated I wished to eat by opening and shutting my teeth, saying *poro*, which is reindeer in Finnish. She<sup>5440</sup> understood and brought in a plate of cold reindeer ribs and some bread and butter. I ate against future hunger.

A<sup>5460</sup> Lapp traveller, also bound for the round-up, arrived during the night, and slept alongside my friends on the floor.<sup>5480</sup> Travellers carry their own little brass kettle, wooden cup and sheepskin bag of coffee and sugar, and it is<sup>5500</sup> customary for them to cook coffee over the host's fire, but this morning Anni served the extra man from her own<sup>5520</sup> coffee kettle. A native does not pay another for lodging or coffee. It will be returned in kind at some<sup>5540</sup> future date, but a foreign wayfarer pays a mark or two for coffee, and ten marks (twenty-five cents) for a night's<sup>5560</sup> lodging. I was told this by Mr. Stenbäck, a great friend of the Lapps.

Last evening Marit had gone to the woods on<sup>5580</sup> foot (the snow was not yet deep enough for skis) twice to move our reindeer to new feeding ground, as the moss was not<sup>5600</sup> luxuriant near the lake. This morning she was up before six o'clock and off to the woods to transfer the reindeer<sup>5620</sup> to a place where they would find fresh moss for their breakfast. Since Walle had no idea where to find the animals,<sup>5640</sup> Marit went again to the woods and together they returned leading the frisky reindeer across the snow.

Anni<sup>5660</sup> at first refused to accept money for my food and lodging. When she finally was persuaded to take the fifteen<sup>5680</sup> marks, she thanked me warmly, clasped my hand as is the custom upon receiving a gift. I gave to each of the<sup>5700</sup> women a strip of orange woollen material, enough for a cap. They were delighted, not in a servile<sup>5720</sup> manner, but with dignity as one accepting a gift from an equal.

The traveller joined us, waving farewell<sup>5740</sup> to the women and baby standing in the cold. We hopped into the *pulkkas*, half filled with fresh hay, and were off over<sup>5760</sup> the lake and up the hills, leaving Aksujarvi behind. (5770)

## Manna and Quails

From the "K.V.P. Philosopher"

Issued by the Kalamazoo Vegetable Parchment Company

IT WAS SOME YEARS BACK when our Methodist brethren were in the habit of moving their ministers every<sup>20</sup> three years or less. At one of their conferences when the appointments were handed out, a friend of ours drew a small<sup>40</sup> town which had a parsonage with a good-sized garden in the rear. Some of the men who preceded him there called him<sup>60</sup> off to one side to talk about the town, and one said, "That's a fine garden, John, but you'll never be able to use<sup>80</sup> it. The Kennedy's chickens from next door won't let you." "Oh, I don't think I'll let a few chickens stand between me and<sup>100</sup> a good garden," said our friend, but the other fellow winked knowingly and told him not to be too sure.

Sure enough,<sup>120</sup> the Kennedys did have a big flock of chickens which were let run at will, and the new minister no more than had<sup>140</sup> his seeds in the ground when the flock of hens descended upon it like buzzards on a dead sheep. No amount of driving<sup>160</sup> them away had any effect, and that night the new minister went over to see Mr. Kennedy. Yes, the<sup>180</sup> chickens were Mr. Kennedy's, but there wasn't no law agin letting them run, and besides, when they were penned up<sup>200</sup> they quit laying. No, there wasn't nothing he could do about it. He had to have them eggs.

So our minister went<sup>220</sup> back home, and a few days later, without telling his wife (she's more honest than I am, he would say with a chuckle)<sup>240</sup> he slipped downtown and bought several dozen eggs. That night he planted them in various spots among the grass and<sup>260</sup> hedge bordering the garden, and rising early the next morning, was to be seen industriously replanting<sup>280</sup> his garden seeds. In a few minutes, Mr. Kennedy came out to the back of the lot to let his chickens out<sup>300</sup> for their day's foraging. They headed at once for the new garden. But before Mr. Kennedy got back to the<sup>320</sup> house, our minister called excitedly to his wife in the kitchen. "Mary, bring a pan. I've just found a nest of<sup>340</sup> eggs." So his wife brought out a small pan, and the minister stopped under a bush and filled it with eggs. "This isn't big<sup>360</sup> enough," he called out loudly, "there are a lot more here." And taking his hat, and hunting around, he found more eggs in<sup>380</sup> numerous places, enough to fill the hat as well.

By this time he had a visitor. Mr. Kennedy had<sup>400</sup> come over. "What you got there," he wanted to know. Why, he had found some eggs, the minister said.

"Guess maybe as how<sup>420</sup> them's my eggs," allowed Mr. Kennedy. "Oh, I think not," replied the minister, "I found them all on my lot."

"But<sup>440</sup> you ain't got no hens," vouchsafed Mr. Kennedy. "Couldn't be no eggs here except they came from my hens." "But they're on<sup>460</sup> my property," said the minister. "Looks as if the Lord knew the church was a little back on my salary and<sup>480</sup> is helping me out. No, there's nothing I can do about it, Mr. Kennedy, they're really

my eggs you see.<sup>500</sup> Maybe the Lord figures we'll do better on eggs than on garden truck anyway. Did you ever hear the story<sup>520</sup> about the manna and the quails, Mr. Kennedy?"

Mr. Kennedy did not stop to hear the story about<sup>540</sup> the manna and the quails. He was busy playing cowboy in a round-up of astonished and indigent hens. They<sup>560</sup> never appeared in the garden again. Mr. Kennedy had to have them eggs. (574)

. . .

WE WORRY about the things we want to do, but can't—in place of doing that which we could do—but don't. (18)

## Actual Business Letters

Mr. George A. Bell  
1110 West 112th Street  
Chicago, Illinois

Dear Mr. Bell:

Strangers<sup>70</sup> today—friends tomorrow. That's the way with the world, and a good way, too!

Old-Time Fuel Oil may be a stranger to<sup>90</sup> you now, but it can become a good friend because the contract enclosed means more than merely an order for your<sup>90</sup> requirements.

1. It protects you for the entire season against any price advance in excess of the maximum<sup>90</sup> price written therein.
2. It protects you against an empty tank, because our record system automatically<sup>100</sup> keeps track of your storage and you are notified when you need oil.
3. It protects you against mechanical<sup>120</sup> troubles, as our experienced engineers are always available if anything goes wrong with your oil burner.<sup>140</sup>

Accurate measurement, quality oil, fast deliveries, competent personnel, and all those things taken<sup>160</sup> for granted are the result of our 24 years of experience as an Independent Oil Company.<sup>180</sup>

Let's be friends—sign and send back your contract and place the responsibility of a carefree and economical<sup>200</sup> heating season in our hands!

Sincerely yours, (209)

PARK LANE REALTY COMPANY, INC.

*Notice of Adjournment of  
Annual Stockholders' Meeting<sup>20</sup>*

PLEASE TAKE NOTICE that the Stockholders of the PARK LANE REALTY COMPANY, INC., at their Annual<sup>40</sup> Meeting duly held on the 12th day of June, 1940, adjourned said meeting to reconvene at<sup>60</sup> the Wiltshire Club on Tuesday, the 26th day of June, 1940, at 8:00 o'clock in the evening,<sup>80</sup> for the purpose of electing Directors of the Corporation, as set forth in the original notice<sup>100</sup> of said Annual Meeting.

THOMAS W. MARKS

Vice-President

June 14, 1940 (119)

## By Wits & Wags

GIRLS, when they went out to swim

Once dressed like Mother Hubbard;

Now they have a bolder whim

And dress more like her cupboard. (20)

. . .

TEACHER: What did Sir Walter Raleigh say when he placed his cloak on the muddy road for Queen Elizabeth to walk<sup>20</sup> on?

Willie: Step on it, sister. (26)

. . .

A PHYSICIAN attended an old lady from Scotland who had caught a severe cold.

"Did your teeth chatter when you<sup>20</sup> felt the chill coming over you?" asked the doctor.

"I dinna ken, doctor; they were lying on the table!" was the<sup>40</sup> pleasant reply. (43)

. . .

THE FIRE BRIGADE of a small village had turned out in response to a fire call. While they were rushing their hand-cart through<sup>20</sup> the village street an excited villager dashed up to the chief of the brigade.

"Chief," he shouted wildly, "another<sup>30</sup> fire has started at the other end of the village."

The officer turned on the man and looked at him fiercely.<sup>60</sup>

"Can't help that," he snapped. "We've got our hands full here. They'll have to keep the other fire going until we can get there." (79)

. . .

MOTHER: Doris, I smell something burning. Are you sure you turned out that electric iron?

Doris: Yes, mother, I<sup>30</sup> pulled the chain and then to make sure I pulled it again. (29)

. . .

FIRST MOSQUITO: Why are you making such a fuss?

Second Mosquito: Whoopee! I passed the screen test. (17)

## Transcription Speed Project

Dear Madam:

Do you realize that 90 per cent of the soil in a room collects in your rugs, dimming the colors,<sup>20</sup> making the nap droop and mat, and dulling the sheen?

You should vacuum your rugs at least once a week to remove the<sup>40</sup> surface dust, but the smudgy, discoloring soil cannot be removed by vacuuming any more than you can clean<sup>60</sup> blankets or curtains with air. Neither does it remove the harmful grit that lies embedded deep in the nap.

To clean<sup>80</sup> rugs thoroughly, they should be taken up at least once a year and sent to a professional cleaner. Because of<sup>100</sup> the thickness and bulkiness of a rug, special equipment is required in cleaning it.



Our equipment is at<sup>120</sup> your service and our wagon can call for your rugs whenever convenient.

Very truly yours, (136)

Dear Madam:

"My fur coat still looks new although I purchased it from you over three years ago."

That is what a<sup>20</sup> satisfied customer told us the other day, when she recommended a friend to us who also purchased a fur<sup>40</sup> coat. Naturally, confidence must be earned; customers know we have been in business for more than three generations<sup>60</sup> and that we know HOW and WHERE to buy the finest and best quality pelts to the best advantage. Our customers<sup>80</sup> know, too, that our workmen are expert furriers—men, who take pride in their work and who put their best workmanship<sup>100</sup> into every coat. And, finally, our customers also know that our five-year service guarantee assures<sup>120</sup> their garments being properly taken care of long after they buy them.

We invite you to attend our final<sup>140</sup> clearance sale beginning June 15. A small deposit will reserve your selection.

Yours truly, (157)

## How Much Does the Employee Get?

(O.G.A. Membership Test for June)

SHERMAN ROGERS made a survey of his own to find out how much the average employee thinks he gets out of<sup>20</sup> each dollar of income he produces for his company. Only four out of five hundred thought that they got as<sup>40</sup> much as ten cents out of each dollar that the company received.

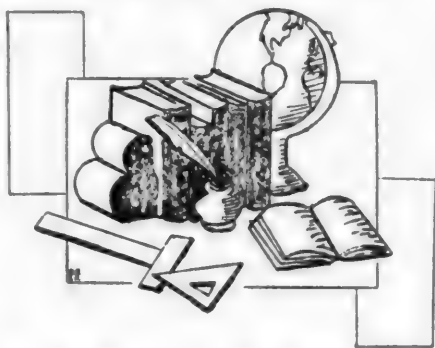
Under no other system of government does<sup>60</sup> the living standard equal the American. For instance, the average man works only a few hours to buy<sup>80</sup> a pair of shoes. We can buy more shoes, clothing, potatoes, butter—more of everything with an hour's work in this<sup>100</sup> country than in any other place on the globe. We receive more cents out of the dollar—eighty-four of each dollar<sup>120</sup> to be exact—and our buying power per hour's work therefore hits a peak in this country. Men with less experience<sup>140</sup> and foresight may have their theories and their dreams, but so far the facts prove that our form of government leads<sup>160</sup> the parade. (162)—Selected

## The Mules and the Robbers

(Junior O.G.A. Test for June)

TWO MULES laden with packs were toiling along the road. One bore bags filled with money and the other sacks of wheat. The<sup>20</sup> mule with the gold walked with his head held high, tossing up and down the clear-toned bells fastened to his neck. The other<sup>40</sup> followed with quiet easy steps. Suddenly robbers came out of hiding places and with a sword wounded the mule while<sup>60</sup> seizing upon the money. Wailing loudly in his pain the other replied, "I am indeed glad that I was thought<sup>80</sup> so little of, for I have lost neither my pack nor am I hurt by the greed of others." (96)

# 1940 ANNUAL REPORT



# ASPINWALL SCHOOLS

## A COMMERCIAL DEPARTMENT PROJECT

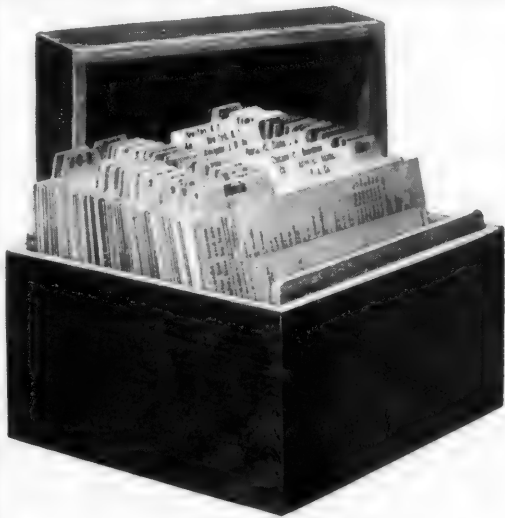
Front cover of a report mimeographed by the commercial students of the Aspinwall (Pennsylvania) High School under the direction of the head of the commercial department, Miss Ethelwynne Boyd.

Miss Boyd's pupils have been mimeographing the annual school report for several years, and she recommends this project to all commercial departments that have difficulty in obtaining adequate financial support.

## A Plan for Guidance and Placement

A N organized plan for guidance and placement has been in successful operation during the current school year at The Dalles (Oregon) High School. Paul A. Menegat, principal, states: "We feel that we have nothing unusual or outstanding, but we do believe that this service is something that the smaller high schools might do to help the young people of today."

The placement service was publicized by a letter to businessmen and service clubs, and records were set up to list employers' calls for students, students' (Continued on page 930)



Miniature outfits are very durable, can be used through many terms. Seven classes can work with the same sets. Miniature letters present real filing problems. They build real ability to file.

*When you  
teach  
Filing...*

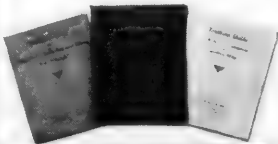
## DO THE WHOLE BIG JOB

You could attempt to teach filing from a little 16-page text. You could make your try with one or two reproductions of the six standard ways to file. You could work with letters so simple that they don't have to be read before filing. But you would scarcely measure up to your responsibility of training young people to take their place in business. You would be doing a half-job.

Here's how Remington Rand practice equipment equips the teacher of filing: Seven miniature filing systems each of wide range; a 124-page, profusely illustrated text; a complete plan for your course; a Teacher's Key; a Teacher's Guide; a 20-lesson correspondence course for the instructor; certificates of proficiency for outstanding pupils; a free consultation service; a free question and answer service.

The text is suitable for courses of 20, 40 or 80 periods.

If you teach filing, or expect to, send the coupon for all the interesting facts about Remington Rand's practice plans. For the eighteen years since we originated this method we have worked with colleges and schools. We can help you greatly as you make your plans.



### Remington Rand Inc.

Miss N. Mae Sawyer, 465 Washington St., Buffalo, N. Y.

BEW-640

Please give me the details about your many services to the school that teaches filing by the Remington Rand practice plan. No obligation!

Name.....

School.....

City..... State.....

(Continued from page 928) qualifications and records, and teachers' recommendations.

According to a booklet printed by the printing department of The Dalles High School, it is the aim of the counseling plan "to help the student plan his educational program even before entering high school and to extend this service to him as he goes on to college or enters some vocation." This is

accomplished by various bulletins and forms which cover the following:

The contacting of prospective pupils ahead of time in the junior high school.

Helping the student plan his educational program all through his school career.

Checking on senior requirements for graduation, beginning in the junior year.

Conducting follow-up measures of graduates.

## Terminal Courses in Small Junior Colleges

WILLETTA STRAHAN

*Dean, Muscatine Junior College, Muscatine, Iowa*

ONLY three or four of the twenty-seven public junior colleges in Iowa has an enrollment of over one hundred. The original purpose of these institutions was college preparatory, but because of changing conditions every junior college in Iowa now offers terminal courses. With their introduction, our big problems have come.

The two terminal or semiprofessional courses are in commerce and education. But in both there is overlapping with similar courses in the high schools.

Our teacher-training department has been established in co-operation with the State Department in an effort to raise the teaching standard in the state. Approximately 20 per cent of our high schools offer a normal training course designed to prepare students to teach in the rural schools. Realizing that the high school graduate is too immature to comprehend the full meaning of professionalization and that the normal training course did not give him needed academic training, the State Department has advocated that the junior college take over this function. At present, all but two of our twenty-seven public junior colleges have a teacher-training course designed to fit teachers primarily for rural situations.

Our first problem, then, since we have failed to raise our teaching standard by legislation, is to produce teachers recognized as superior to teachers with high school normal training.

If we can solve this problem, we hope to solve two others; namely, small enrollment and finance. If the junior college can ultimately absorb the present high school normal-training course, our enrollment will be increased. If this comes about, we hope that the present state aid given to normal-training high schools may be given to junior colleges.

We have this same overlapping with high school work in our commercial course. And yet we feel justified here, too, in offering such a course. Businessmen have told us that they need workers with a background of business principles, in addition to skills. Then, too, we have many students who are not preparing for college but have come to us with the hope that more education will bring the desired job.

Our immediate problem is what to offer these young people that will equip them with marketable skills for the occupational opportunities in our community. We do not, of course, wish to duplicate what is already being given in high school. Out of this problem, then, comes another; namely, how we are to correlate or build onto the work given in the high schools.

Of the problems presented in these two terminal courses, those in commerce are most difficult. Because these problems are common to all of us, however, there is very close co-operation among us and we are working together toward a solution.

# The BUSINESS EDUCATION WORLD



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Executive and Editorial Office: 270 Madison Avenue, New York.

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WE'RE back on the job again and delighted to be privileged for another year to see the wheels of business education go round and to note the many evidences of superior classroom teaching, supervision, and research that will move those wheels ahead in the right direction.

Your own attitude toward the new school year probably is governed chiefly by your age and your physical condition. If you are young and full of vigor, with a summer session of graduate study back of you, you are welcoming the new year, with its opportunity to put into effect new plans that have been fermenting in your mind during the summer months.

If you are in middle life, you have your teaching procedures well established and are going to continue to do a good job. Upon you falls the task of carrying on the major part of business education's program, proceeding safely in the middle of the road.

If you are approaching the sixties and seventies, you probably are inclined to rest upon your laurels—and rightly so—making your contribution to education through sharing with others the wisdom of your past experiences rather than through creative thinking and experimentation.

Business education needs all three of you, united in a common cause—the improvement of the business training of young people.

Those of you who feel discontented because of some handicap that seems to keep you from accomplishing what you set out to accomplish will do well to keep in mind that famous formula for success and contentment: "Do the best you can with what you've got where you are." Anyone who adheres

to that formula deserves to be called a success.

**T**HE camera is a powerful teaching aid, especially in business-education classrooms. Send your amateur photographers on a pictorial treasure hunt through the highways and byways of your local business community and see what they bring back. Don't be surprised if you find that some of the best snapshots will come from those students who have not been getting along with their studies so well as the rest of the class.

Such a treasure hunt will uncover far more valuable treasures than the snapshots of business at work. It will put new zest into your students' training and bring their goal closer to them. As they study the pictures that they themselves have taken of persons actually doing the things they are being trained to do, the content of their textbooks and your own teaching will appear much more real to them.

Put the camera to frequent use this year and let us know the results. A good title for your report would be "Our First Treasure Hunt."

**O**NE day this summer, during our brief respite from deadlines, we were visiting a beautiful peach orchard in the foothills of the Adirondacks. The owner was extolling the beauties of his orchard and telling us how peach trees grow. Among other facts, he told us that a peach tree, if it is to have a bumper yield, must be dormant for 400 hours each year.

We thought of that statement often during our vacation in the mountains and along the lakes. We were constantly having brought home to us that Nature does not keep her eye on the clock. All the great things she accomplishes require long dormant periods.

Is there a thought here for us as we take up our new duties, with probably a heavier schedule than that which we carried last year? How many dormant hours have you scheduled in your daily program?

**N**EW York City is blessed with a voluntary organization of business and pro-

fessional men known as "The Big Brothers." Each one of these men is a big brother to some boy in his teens who needs guidance to offset his undesirable environment or a tendency to act contrary to good citizenship standards.

Business education can borrow this idea and benefit greatly from it, particularly in aiding students to develop the right kind of business personality. Regardless of what other plans for the teaching of this subject you have in operation in your school, we suggest that you assign to each one of those students whose personality needs considerable improvement some businessman or business woman as a big brother or a big sister, as the case may be, and see whether this plan will not work as successfully as the one in operation in New York City.

If this suggestion appeals to you, it would be advisable to obtain further details about the New York City plan before proceeding further; because the plan, to be successful, must be carefully worked out in advance. A letter addressed to us will bring that information to you immediately.

**A**RE you training your students to be housekeepers? We do not mean to inquire whether you are teaching the culinary arts or any of the subjects in the domestic-science curriculum. We are merely asking whether you seize opportunities for cultivating that homely virtue, tidiness, in your students.

The commercial classroom is the laboratory for the office. Habits of work acquired in the classroom will carry over into actual office situations. Especially will the girls have opportunities to "go domestic," but none more so than the girl who becomes the one employee in a one-man office. The orderliness of the files, supply cabinets and shelves, bookcases, and desk drawers, to say nothing of the desk tops, both hers and her chief's, will be her responsibility. If she does not keep them efficiently arranged, it is a guess that no one will.

Also, neat and orderly physical surroundings tend to encourage efficiency in work and in thought, just as untidy surroundings make it difficult to concentrate.



Far be it from us even to hint that the condition of the teacher's own desk, records, and supplies will speak louder to his students than any instruction on this topic

DO not permit your department to be handicapped by insufficient or out-of-date equipment and supplies until you have tried every available means of obtaining what you need. Before making a recommendation that you have every reason to believe will be turned down by your principal and superintendent, hold several conferences with your school officials, prominent businessmen, and citizens who are or should be interested in the welfare of your department. Put your problems up to them. They may help you find a satisfactory solution.

**B**LOCKING the progress of business education: *Inadequate supervision and representation in administrative councils.* There is need for a vigorous and intelligent continuation of the campaign among all second-

ary-school administrators to inform them with regard to the philosophy of modern business education and to convince them of the serious handicaps under which teachers are laboring because of the lack of proper representation in administrative councils.

*The lack of a national staff of experts engaged full time in curriculum building.* Granted that a curriculum should be localized to a certain extent, there still remains a large core common to business education regardless of geographical divisions. This core should be put in writing and adopted universally to eliminate the time and effort now being wasted by local curriculum committees.

Curriculum making is a highly specialized undertaking and, in our opinion, should not be placed in the hands of busy teachers. The spade work should be done by full-time specialists and the results submitted to the teachers concerned for their criticisms. Their criticisms should be treated with the utmost respect, and revisions should be made in the light of their criticisms.

## ORDER FORM FOR PROJECT PAMPHLETS

*Sponsored by the Business Education World, 270 Madison Avenue, New York, N. Y.*

See pages 38-41 for complete description of the B.E.W. project service. One free project pamphlet may be ordered for each 10-cent examination fee remitted.

Project Pamphlets	No. of Students	Advance Payment of Examination Fee	Examination Fees Enclosed
Bookkeeping .....	.....	× 10c .....	.....
Business Fundamentals .....	.....	× 10c .....	.....
Business Letter Writing .....	.....	× 10c .....	.....
Total Number of Pamphlets Ordered .....	.....	× 10c .....	.....

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Mr. Mrs. Miss .....  
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School .....

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of the Schools of America

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A. B. Dick Company will soon have in the hands of its distributors a full new line of Mimeograph duplicating equipment in the key of tomorrow—for schools today.

The newest members of this complete streamlined family are the new Mimeograph 91 and new Mimeograph 92.

With these additions to the line, there's a streamlined Mimeograph duplicator to fit the stencil duplicating needs of any size school; priced for school budgets.



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U. S. Patent Office

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*When writing for information please mention the Business Education World*

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**I**N the Educational Policies Commission's report, *The Purposes of Education in American Democracy*, we find that the seven cardinal principles of education, adopted by the National Education Association in 1918 and memorized by countless thousands since that time, have been streamlined to a brief list of four purposes: self-realization, satisfactory human relationships, economic efficiency, and civic responsibility. This reduction in the number of major aims of education, however, will not lighten teaching responsibilities appreciably, for each of these four purposes is modified by an imposing list of specific goals towards which students must be directed.

The aims of education have been stated and restated many times. Thomas Jefferson formulated the educational needs of the colonists concretely and concisely. Today we may choose among Spencer's objectives, eighty years old and still quoted; the Chapman and Counts six great interests of life; Bobbitt's classification of the activities of man; the N.E.A. analyses of aims and purposes—all of which contribute to educational theory and guide our thinking into constructive channels.

However, as the Educational Policies Commission points out in its report, we must apply ourselves to the difficult task of measuring the development of those personal attitudes, interests, ideals, and habits which leaders in education agree are the ultimate goals of teaching and guidance. Until we attempt to determine the degree to which individual schools and individual teachers are contributing to these vital phases of life, just as we try to evaluate the mastery of facts through standardized tests, there will be

little relation between educational objectives and educational practice.

We read in the report that education hitches its wagon to a star; but a survey of the facts presented makes us wonder if education is not contemplating the star, naming it and renaming it, describing its beauty, but never approaching it. The question is: "Is the wagon hitched?"

### *When Do Trends Become Trends?*

A LEADING private-school educator wrote us recently:

Because of rapidly changing economic and social conditions, I think it behooves those of us who wish to remain in business to begin looking ahead and readapting our courses in business administration, accounting, and secretarial training to meet these changes.

I seem to sense the coming changes but am not quite sure how far to go in adapting our curricula to meet them.

This letter reminds us of a conversation about trends, which we had with Vierling Kersey, of Los Angeles. Mr. Kersey made the point that trends in education are difficult to determine.

In education, as in everything else, ideas are first promoted by their sponsors. This promotion or propaganda stage often extends over a period of several years until sufficient time has elapsed to make a proper evaluation of the idea. Many educational ideas never get beyond the promotional stage; and others, that do, fail to stand the test of evaluation.

The third stage in the development of a trend is one of organization or, rather, reorganization. Before new ideas can be incorporated into a course

of study, certain adjustments must usually be made. Outmoded practices must be modified or abandoned. Suitable subject matter and teaching techniques must be provided to put the new idea into effect.

The final stage in the making of a trend is acceptance, which must follow promotion, evaluation, and reorganization. Too many people are inclined to jump from the first stage to the last stage and accept as trends ideas that later must be discarded.

For example, certain educators for years have been advocating less teaching of shorthand, typewriting, and bookkeeping; yet these subjects are still the backbone or core of our commercial-education courses in both public and private schools. Boys and girls and their parents still regard these subjects as the quickest and best means of getting a job in a business office, and no better substitutes have yet been offered.

Right now, the tide seems to be running strongly toward more extensive and more effective teaching of general and retail selling. This subject has been given a new impetus by the recent passage of the George-Deen Act. This field, without doubt, offers enormous possibilities for the private business school as well as for the public school. There are, however, many ideas about retail training that have not yet become trends.

Office practice is another fertile field for educational ideas. Although business machines have almost completely displaced many of our old manual methods of doing business, very few

schools are adequately equipped to meet the situation. There is also a dearth of practical and authoritative teaching materials for the course. To find authors capable of preparing suitable office practice teaching materials is a major problem. Its difficulty is increased because teachers don't or won't get together and decide on what should be taught and how it should be taught.

At present there are about fifty-seven varieties of office-practice ideas as to what kind of course should be offered in our schools. Trends can be observed, however, and excellent progress is being made.

For several years there has been a definite leaning toward the consumer type of business education and away from the practical vocational type.

More and more, personal-use values are being emphasized. We are not ready to say that this idea has reached the acceptance stage; but, if it does, the vocational courses in our high schools will be so diluted by this trend that they will be of little value in the preparation of young people for office work.

The high school graduate under this type of training may know more about business and business services, but there will be little that he can actually *do* in a business office. The private business schools, of course, have no occasion for alarm; because, if this tendency toward delaying specialization until after high school graduation continues, the student must, of course, look to the private business school or the junior college to complete the job.

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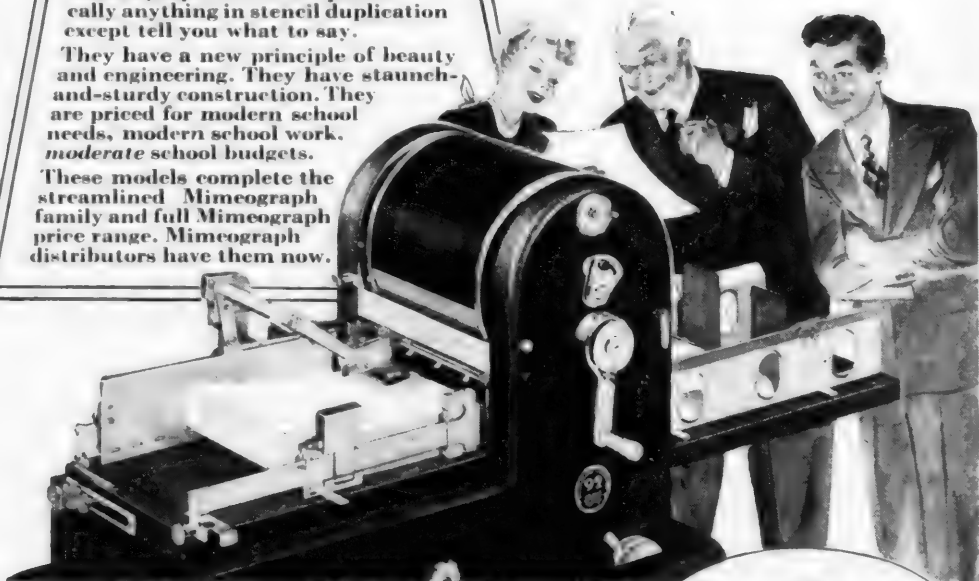
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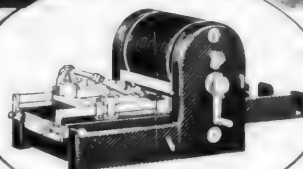
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# The BUSINESS EDUCATION WORLD



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## "Upon What Meat Doth This Our Caesar Feed..."

**H**ARDLY a commercial-education convention or conference passes without the statement being made that commercial teachers would be much better teachers if they had more business experience. Usually the statement is made by a favored teacher who has had some business experience, probably at the beginning of his professional career. Such teachers think—doubtless correctly—that their business experience has made them better teachers and that without it they would be less successful.

We know many excellent business teachers, however, who have not had an hour's business experience as the term is usually interpreted. It is possible, of course, that these teachers might have been *superexcellent* teachers if they *had* had business experience.

We wish, nevertheless, that some business teacher with business experience would take pen and paper and, in very simple language, set forth specifically the beneficial additions that business experience has made to his teaching equipment—habits, attitudes, appreciations, skills, knowledge, etc.

Then the less fortunate ones (if they be less fortunate) can take steps to acquire such of these assets as they find they do not already possess. If, perchance, they find they *do* already possess them, they will cease grieving over a lack that does not exist.

Who will be the first teacher to set forth in cold

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print, the source of that part of his success which he credits to his business experience? One sure reward will have a very definite business flavor, for it will be a check for a sizable amount, made out in that teacher's favor and signed by the BUSINESS EDUCATION WORLD. That reward, of course, will be negligible in comparison with the value of the service rendered his fellow teachers.

We close with a warning: if volunteers don't respond to this invitation, we shall probably ask for an elucidation from those who have publicly informed their fellow teachers that they possess this greatly-to-be-desired business experience.

### *A "Big Brother" Sequel*

A sequel to our "Big Brother" editorial (in the September B. E. W.) has developed. It has all the earmarks of a "cause" that is worthy of our best promotional efforts.

The "cause" is a proposed campaign to obtain a business mentor for every commercial student. The relationship would do both the mentor and the student a world of good. The mentors would be local businessmen or women, aided by their office assistants—secretaries, accountants, office managers, and the like—who would be willing to counsel and take an interest in students majoring in business education courses.

The contacts would not need to occur oftener than once a semester. Their frequency would depend upon the degree of interest shown by the mentor and the reaction or response of the student.

The plan would not, of course, work 100 per cent—possibly not even 90 per cent; but if it worked in only 50 per cent of the cases, what a gold mine these relationships would prove to be for the students, the commercial faculty, and the school administrators! It is no small asset for a school to have a group of important citizens personally interested in its welfare, as these mentors and their assistants would be.

The plan is not yet ready to launch. This editorial brevity is somewhat in the nature of an advance "feeler." If you think the plan has possibilities in your own community, write us an encouraging letter and help us complete the plan so that it will be practical and so that it will have a strong enough appeal to bring about its adoption in a large number of schools.

We should not be surprised to learn that some school already has a plan of this kind working successfully now. There are some very bright lights hiding under the proverbial bushel in the field of business education, and the B. E. W. takes great delight in uncovering them so that they may lighten the steps of others. We'll have more to report on this later in the year.



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## Suitability

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**S**PEAKING before a recent meeting of the Association of Land Grant Colleges and Universities, George R. Beach, Jr., personnel manager of the du Pont Company, named four specifications most desired by industry in its college recruits: high academic standard, participation in extracurricular activities, good appearance, and an adaptable temperament.

The fourth basic qualification, an adaptable temperament, Mr. Beach said, "is sometimes confused with the much-abused word personality."

We quote Mr. Beach's comments regarding the necessity for giving major consideration to an applicant's adaptability or suitability not only for the position for which he is being considered but also for the organization by which he will be employed.

All of us have met individuals whose personalities appealed to us but whom we could not imagine fitting into our own organizations. In describing this intangible, it seems desirable to substitute the phrase, "suitability for industrial employment." To develop information on which to base a decision on this one point, the interviewer should consider the internal situations of his own company. There are any number of men who are making a success in life but who are primarily individualistic. They are primarily suited to a small organization, while there are others who are temperamentally suited to the large industrial companies.

Too often, in our training of commercial students, we feel that our goal has been achieved when employment for our students has been obtained, regardless of suitability or adaptability.

We have in mind the case of a high school commercial student in Chicago who, upon graduation,

was placed as a stenographer in the offices of one of the large packing houses of that city. During his high school career, he was the leader of a very popular high school orchestra, and his major ambition was to become a professional orchestra leader. Guided by the wise advice of his family and business friends, he prepared himself for a business position in order that he might be able to earn a livelihood immediately upon graduation and acquire the funds necessary to continue his musical education.

The placement officer of his school entirely ignored the qualifications of this young man's suitability for employment in a packing house. The young man himself rectified this blunder a few months after his employment by the packing house, when he obtained employment as a stenographer in one of the leading hotels of Chicago.

He was then in a position to put into effect an original plan that he hoped would start him on his career as an orchestra leader. He suggested to the manager of the hotel that he be permitted to bring his own orchestra to the hotel and play in the lounge during evening intervals when the regular hotel orchestra was not playing.

The idea met with an enthusiastic response from the manager; and, to make a long story short, this young man and his orchestra became so popular with the patrons of the hotel that he was signed up on a long-term contract by a famous New York hotel, where he is playing at present, a very

happy and prosperous orchestra leader.

Business is not just business—it has innumerable variations and gradations. When we consider individual differences among our students, it is just as important that we also consider individual differences among those people and organizations that make up the world into which our students must go.

### *Values Are Relative*

A young man, secretary to the president of a large corporation, told us an interesting story the other day. A few days earlier he had come down to his desk an hour ahead of time in order to complete the typing of nine copies of a very important report to be presented to the Board of Directors at their meeting, which was to begin at eleven o'clock that morning.

The report had to be letter-perfect and completely typed and assembled by ten o'clock. When ten o'clock came, the job was done; and this young man felt highly elated over his accomplishment.

But his elation was short-lived. A few minutes after ten, the president of the corporation, arriving from his country home, placed on his secretary's desk, as he passed it on his way to his own office, several sheets of last-minute corrections to the report. These changes had occurred to him on his way to the office.

There was nothing the secretary could do, of course, except to call in four or five other typists. Each took a few pages of the report and retyped them. The final draft was finished just



before the board assembled at eleven o'clock.

The point of this story is that the young man, the product of a teacher who insisted upon the highest quality of work being turned out, began to wonder whether this standard was worth while after all. All he could think of was the wasted hours of that morning and the perfect copies of the first report lying crumpled in the waste-paper basket.

Before he left us, he saw things in an entirely different light. Values are relative in business, we told him. That president drew his salary of \$40,000 a year because of his ability to manage the corporation affairs successfully and to see that the corporation made a satisfactory profit for its stockholders.

If he could improve upon any of his

recommendations to his Board of Directors up to the last minute before the meeting, it was his responsibility to do so. The fact that the Board report had already been typed letter-perfect and that his secretary had spent several hours in getting it ready made no difference whatever to him. The only essential thing was to have the best action taken in the interest of the corporation.

This young man learned a very important principle of business—one that will help him evaluate his efforts in the light of the ultimate, rather than the partial, accomplishment.

How many of us prepare our students for the shock that this young man received when the first Board report was torn up? Quality, of course, is always an essential; but relative values must also be kept uppermost.

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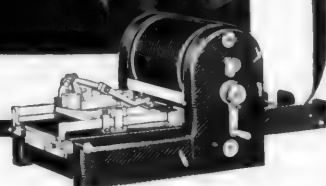
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# *Respice Circumspice Prospice*

**L**OOK back! Look about! Look forward!"—our motto for 1940. How much we can learn from the past! How helpful we can be if we look about us! How progressive our teaching and how useful our training will be to others if we look forward!

A new year is here. With it come new dignity and greatly increased responsibility for the teaching profession. Education has always been considered a foundation stone of democracy. In 1940 the future of our democracy will be profoundly affected—whether for good or for ill will depend in great measure upon the teachings that go forth from those who once populated the classrooms of our schools.

Teachers: *Respice! Circumspice! Prospice!*

## *We Invite Ourselves*

Our November editorial on business experience brought such a hearty response from our readers (see pages 389-392) that we have invited ourselves to add our own response.

Our own business experience has helped us in many ways to teach more effectively.

## *1. Skills Are Door Openers*

We have learned that business skills are not ends in themselves but are door openers that enable the

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beginner to get on a business pay roll and to have an opportunity to prove that he has the qualifications required for promotion and success in the business world.

## ***2. Dead Lines Must Be Met***

More attention must be given to helping young people open the right doors when they first start their business careers. We must not be satisfied with merely helping bookkeeping majors to obtain bookkeeping positions or shorthand majors to obtain stenographic positions. We should try to see that each one obtains a position in the type of business and the kind of firm for which his qualifications best fit him. Suitability must play a most important part in all placement activities.

Our business experience has taught us the necessity of learning how to meet "dead lines." It is possible for a pupil to complete a four-year high school course, majoring in business education, without ever having had to meet what business calls a "dead line." Business demands that dead lines be met constantly. The business that is not behind schedule, with unfinished work piled up, is a rare one indeed. Business executives are constantly struggling to keep up with a time schedule. First things must come first with them and their assistants. At any minute of the day a schedule may have to be interrupted for something more important.

Working under high pressure sharpens your wits; and often in such circumstances you do your best work. You

uncover hitherto unknown resources and are able to forge ahead much more rapidly than if you had not been required to meet emergencies.

Training in meeting business dead lines can be carried on while the student is still in school. Our business experience has enabled us to see the need for this training. Where students have been required to meet dead lines in the preparation of their assignments, the results have often been astonishing. Students discover latent ability and in so doing reach higher achievements in both skill and content subjects than would otherwise be possible.

In meeting dead lines pupils also learn the value of time. One of the most irritating experiences in a busy office is to have a typist say, when an error is discovered in his finished product, "Well, I'll do that over again." It never seems to enter the typist's head that in doing his work over he is consuming valuable time and supplies. Business isn't interested in having things done over because of the careless mistakes of employees.

## ***3. Quantity Is Essential***

Business has taught us that quantity, as well as quality, is essential. There are various grades of quality in business, just as there are various grades of business itself. Teachers make a great mistake in the classroom when they insist upon quality without an equal insistence upon quantity. The average business office takes the required standard of quality for granted and thinks constantly in terms of quantity, par-

ticularly in the matters of typing business forms, transcribing letters, filing, mailing, and keeping clerical records.

Beginners in the office who have not learned the necessity for quantity production often fail because they try to turn out work of too high a quality at the sacrifice of the required quantity. Dr. Gregg once startled a class of secretarial students by asking them how many letters each one of them would have to transcribe in a day if a letter were worth 5 cents and his salary were \$3 a day. To earn his salary, each student would have to turn out sixty letters.

Some of us are picayunish regarding unimportant details. Let's be sure that first things come first in production and that quantity does not lag behind quality. Let's have some sixty-letter days in our classrooms.

#### **4. The Voice Must Be Trained**

One of the most valuable things we have learned from business is that we must train our pupils in the correct use of the disembodied voice. More and more, business is being conducted over the telephone and other conversational mediums in which the speakers are unseen. Under these conditions the voice is accompanied by no facial expression nor gestures of the hands to help the hearer interpret the words spoken. A great many pupils need special training for the proper use of the voice in business.

Business experience has taught us that we must take this one step further in the training of young people or else much of our training is nullified by

their failure to carry on business conversations satisfactorily "sight unseen."

#### **5. Hard Work Alone Not Enough**

We have learned another very important thing that helps prepare pupils to be more successful in business—that business efficiency alone often goes unrewarded. A person may be efficient and yet continue to hold the same job year after year while others are promoted. Pupils must understand that, when they are selected for a position, they are selected, as a rule, because they stand out in some way above all the others who applied for the same position. After they are employed, the ability to do their job efficiently is taken for granted.

To win promotion, the beginner must also have certain personality qualifications, particularly the ability to get along with others, enthusiasm, cooperativeness, and loyalty. A person may be efficient at many jobs in the business office and yet not have these qualifications. When an employer is considering two or more persons of equal efficiency for a promotion, the one he selects usually is the one who in some way or other has been able to sell himself to the employer because of both his efficient workmanship *and his personality*.

Students must be cautioned, however, against being too aggressive in their efforts to make a favorable impression upon their employers; otherwise, there is the danger of their becoming a nuisance and creating exactly the opposite impression.



## 6. *The Man on the Other Side of the Desk*

Finally, our business experience has helped us to interpret the "chief" to his future employees. A whole book could be written on this one point. In corporations, the "chief" is usually an employee just the same as his secretary and the other employees over whom he has supervision. Working at high pressure, trying to solve difficult business problems, he often *appears* to be unappreciative of work well done. But he isn't.

Some businesses are fortunate in having "chiefs" who, when they wish a subordinate to do a certain thing, do not issue an order but say, "Have you time to do this for me?" or "I should like to have you help me with this job," or "Here's an assignment I believe you can do better than anyone else in the organization." Thus the chief conveys his appreciation and makes his subordinate feel like an equal rather than an inferior.

An executive dreads having a "yes man" in his employ. He knows he is going to make some mistakes. He counts most on those who are constantly trying to help him avoid making mistakes and who have enough backbone to disagree with him and to point out his mistakes to him whenever necessary.

Tell your pupils these things and prepare them to understand their "chief" and thus avoid many unhappy experiences resulting in dissatisfaction because of this lack of understanding.

Caution them especially against "going over the head" of their immediate

superior except in cases of dire emergency. Loyalty to one's superior is one of the first business lessons that must be learned.

Tell your pupils, if at any time they feel that their work is unappreciated, to remind themselves that probably at that very moment their "chief" is having the same thoughts regarding his superior. In business there isn't a great amount of expressed appreciation of work well done. If a person feels that he must have a great deal of appreciation shown him in order to do his best work, he does not belong in the business world.



By all means, if you are a teacher of business subjects, add business experience to your other assets. But be sure that the business experience is worth while, that it is acquired in an up-to-date office, and that it is sufficiently varied to cover your teaching needs.

But, above all, remember that, to be a successful teacher, you must have an absorbing yearning to teach others, young and old. That yearning is the one indispensable asset. When coupled with knowledge and technique, it gives the world those great teachers whose memories are cherished forever.

Our schools are blessed today with many great teachers. Some of them, however, are only potentially great. Our fervent wish for the New Year is that all of us (for we who edit the B.E.W. are teachers too) may consecrate our talents to teaching neighborliness in the home, in government, in the professions, in business.

JOHN ROBERT GREGG  
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## Public Relations

**A**N article by Alvin C. Busse on public relations programs for schools, published in the *Clearing House*,<sup>1</sup> reminds us of the imperative need for understanding between parents and educators if opportunities for boys and girls in our public schools are to be guarded.

We are living in an age of high-pressure lobbying. Every activity dependent upon the support of the public must have competent, vocal leadership if it is to survive. Too many school administrators and teachers, not recognizing the danger of hostile interests until catastrophe is upon them, have been so absorbed by their in-school activities that they have overlooked their obligation to keep the public aware of the objectives and achievements of the public schools in terms of student attainment and tax levies.

Mr. Busse states:

The democratic manner of gaining and maintaining a favorable public opinion for the public schools is a game which the public-school administrator must learn to play if he wishes to keep his school insulated against the pressures of opposing groups.

This is not to imply that the schools should resort to any under-cover, catch-as-catch-can publicity drives. Again we quote Mr. Busse:

It is the job of a public-relations department to make factual interpretation of your institution to a concerned citizenry in a manner to gain and maintain such public regard as your institution rightly deserves. . . . On this score, then, your policy is to be one of all cards on the table, with teachers, students, employees, parents, the press, and the community.

<sup>1</sup> Busse, Alvin C., "So You're Going to Start Work on Public Relations!" *The Clearing House*, November, 1939, pp. 136-140.

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## The BUSINESS EDUCATION WORLD

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"Director of Public Relations" is a business title still so new that many persons are curious about the duties attached to it and their effect upon profit-and-loss statements.

Several years ago, business discovered that its relationship with the public would have to be more than that of seller and buyer if it wished to bring about an understanding and good will that would be mutually beneficial. Some of the largest corporations in the country took the lead and established a new department, the department of public relations. Other businesses soon followed suit. Today, one can hardly pick up a magazine of general circulation without finding in it one or more articles or stories interpreting the valuable service that some business is rendering to the public in general and to its clientele in particular. The majority of these stories emanate from departments of public relations.

Business education, however, has not yet awakened to the fact that it, too, needs directors of public relations and for the same hardheaded, profit-and-loss reason. Business education, too, has its public—a heavily loaded taxpaying public—to which it must interpret its service and justify its cost.

Public education is facing a financial crisis. No longer are taxpayers willing to pay the costs of education unless they can be convinced of the need for the money requested and of its efficient expenditure when received.

We have confronting us two tasks of grave importance that must be undertaken immediately. First, we must take

the necessary steps within our own profession to eliminate inefficiency and wasteful expenditure of money, where these evils exist, or else steps will be taken by taxpaying bodies outside the profession to do this task for us. If they do, there will be much weeping and wailing following the footsteps of business efficiency engineers as they go about a drastic, and very likely a too drastic, reorganization of our educational business structure and procedures.

After we have set our house in order, we must undertake the second task. We must interpret our educational program to taxpayers through a public-relations department in the same manner that business is doing.

The responsibility for undertaking these two tasks lies heavy on the shoulders of business educators, because nearly one-half the entire high school student body is enrolled in one or more commercial subjects.

If our schools need to be run in a more businesslike manner, or if they need to be defended from a dollars-and-cents point of view, who should be better qualified to help tackle these two jobs from within than the large army of teachers and school administrators who are training the future business leaders of this country?

The BUSINESS EDUCATION WORLD is going to give these two tasks major emphasis until they are completed.

Next month we shall present the first step in a public-relations program for commercial departments and shall describe a successful program now being conducted by a commercial department.

JOHN ROBERT GREGG  
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## *Extra or Intra?*

EXTRACURRICULAR activities are becoming of such increased value in our educational program that they deserve to be called intra-curricular activities. Their contribution to the education of our youth reminds us of a statement made by Dr. Willis A. Sutton, superintendent of schools, Atlanta, Georgia, at the recent St. Louis meeting of the National Association of Commerical Teacher-Training Institutions. Dr. Sutton said: "I don't like the word 'education.' I like the word 'culture.' Education smells too much of books. It leaves out the newspaper, the platform, the pulpit—life itself."

Here's an inspiring challenge to all of us to re-examine the extracurricular activities in which our pupils engage and see what these activities are contributing to their general culture, as well as to their vocational competence.

Let us take the necessary steps to change these activities from *extra* to *intra* in both their aims and their accomplishments. If in our examination of these activities we find that some of them are not of sufficient value to be entitled to be called intra-curricular activities, the reason may lie in the fact that, after setting up a routine for these activities, we have left them in the hands of our pupils. Student activities need constant faculty guidance just as much as classroom activities.

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## *The 8 Per Cent*

A REPORT in the *Washington Education Journal* for February says that figures carefully gathered over a period of time in the Franklin High School of Seattle show that 8 per cent of the pupils were responsible for 90 per cent of the absences. That is to say, in this high school of about 2,000 pupils, 160 pupils "contributed" 90 per cent of the absences.

Isn't this characteristic of most school situations? We won't insist on the exact percentage, but it is close enough—8 per cent of the pupils give you most of your headaches in shorthand or type-writing, for example. Shouldn't we be careful to plan the work in these skill subjects in such a way that the 92 per cent of normal, willing pupils will not be sacrificed for the 8 per cent of subnormal, abnormal, or simply unwilling pupils?

This 8 per cent that gives us 90 per cent of our school troubles is like a tiny stage army that marches round and round the stage fooling the audience into thinking that the management has provided a horde of "supes." Because the 8 per cent are constantly under our feet and in our hair, we tend to direct our teaching toward the solution of their problems rather than the problems of the large, wholesome majority of our pupils. Doesn't the 8 per cent

sometimes look bigger to you than the 92 per cent?

## *B.E.W. Convention Reports*

FOR a number of years the BUSINESS EDUCATION WORLD has reported only national and regional conventions, but now we wish to make the following exception: Because of the size of California and its distance from the customary meeting places of national and regional associations, the B.E.W. will report the meetings of the Federated Business Teachers Association of California, giving it the status of a regional convention.

Beginning with September, 1940, the various conferences sponsored by teacher-training colleges and universities will be classified with state associations and will no longer be reported in the B.E.W. This ruling has been made necessary because of the tremendous increase in recent years in the number of such conferences.

This policy has met with the wholehearted approval of the majority of our readers, because it has made it possible for us to release over 100 pages a year for important educational articles and other valuable content of general use to all our readers.

We are restating this editorial policy at this time for the benefit of the many new readers who have joined us since its last appearance.



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## Let Us Lead, Not Follow

**I**T seems that we are definitely headed toward increased Federal aid for education—and specifically for education for jobs.

In its Program of Action for American Youth, recently released by the American Youth Commission of the American Council on Education, the Commission makes this significant statement:

"For many years a tendency to exclude beginners from employment has been a disquieting feature of American life. During the depression, many large employers have dropped the young workers first when cutting their force and some have hired them last when expansion again became possible. The effect has undoubtedly been to aggravate the long-range trends that are placing young people at a disadvantage. . . .

"The Commission is impressed with the success of experiments that have been made with combinations of part-time schooling and part-time employment. This device for bridging the years between full-time school and full-time job should be extended as rapidly as practicable. . . .

"The Commission concludes that in many states and communities the present gap between the number of jobs for youth and the number of youth who need and want jobs cannot be closed without the aid of the Federal Government. Every young person who does not desire to continue in school after

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age 16, and who cannot get a job in private enterprise, should be provided under public auspices with employment in some form of service. . . .

"The provision of adequate vocational guidance, training, and work experience now takes on even more than its ordinarily high importance. . . . Society has an obligation to provide for youth full opportunities for vocational exploration, training, and public service. . . .

"Much time has been lost and too many young people already have a history of frustration and wasted years. There is all the more reason for strengthening this weak point in the national fabric as soon as possible, now that its dangerous nature is evident. . . ."

### ***What Is Our Program of Action?***

The record shows how insignificant a part business education has played in previous Federal vocational programs because of the lack of concerted leadership during the preliminary stages. We are not going to make this mistake again.

We have able representation in the Federal Office of Education. We have a National Council of Business Education. We have strong national pub-

lic and private school associations. We are well qualified to formulate and push to a successful adoption whatever program of action the Federal Government should pursue in relation to the improvement of job opportunities for the youth who should be trained and guided into business channels. Likewise, we are powerful enough to see to it that a vocational-education program that will not adequately benefit business education is either defeated or revised until it meets our needs.

The American Youth Commission has made an outstanding contribution in its program of action and deserves the praise of educator and layman alike. Its program of action demands action. The heart of its program is job training. Quantitatively speaking, the biggest part of job training is training for business jobs.

Public- and private-school business educators must get together at the earliest possible moment and agree upon the course to pursue, or else they will find themselves on opposite sides—each nullifying the efforts of the other—when the time comes for definite action on this proposed Federal-aid program.

Let us be among the leaders instead of the followers in this national vocational emergency.



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## Motivated Relaxation

**M**OTIVATED relaxation, of all things! We thought that when vacation time came we could cast aside such terms as *motivation*, *implications*, *implementation*, *area*, and *core*.

But, here before us, on page 133 of the May number of the *Journal of the N.E.A.*, occurs this sentence: "Physical relaxation alone is not enough to secure fullest permanent benefit. Relaxation must be motivated. The higher the motivation, the more far-reaching the effect."

This is most upsetting. We thought we had our vacation already planned, with most of each day's schedule set aside for doing nothing. And we are sure that many of our readers, as they close their classroom and administrative responsibilities for the school year, have also been looking forward to doing nothing for a few weeks.

How can we motivate the doing of nothing? Here is a really worth-while problem for some graduate student.

We are too busy to find the solution before this issue goes to press, but we are surely going to do our best to find it this summer. We will let you know the results in September.

And to those of our readers who would rather write than read, here's a suggested topic for a B.E.W. contribution next fall: "How I Motivated My Relaxation During the Summer—and the Effect."

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In the meantime, our best wishes for a carefree and happy vacation. When you return, you will find the September B.E.W. waiting to welcome you back.

### *For the Common Defense*

"Education for the Common Defense" has been selected as this year's theme for the twentieth observance of American Education Week, November 10 to 16.

One of the seven daily topics is "Building Economic Security." This topic brings to mind a book that we have put on our "must" list for a careful rereading this summer—*Education and Economic Well-Being in American Democracy*.<sup>1</sup>

This scholarly report by the N.E.A. Educational Policies Commission is a contribution of immeasurable value. The citizenry of this country owe a debt of gratitude to the Commission, and particularly to Dr. John K. Norton, one of its members, to whom was entrusted the chief responsibility for the writing of the report.

Every educator, be he teacher or administrator, who reads this report by the light of the European holocaust will immediately begin to weigh his present educational activities by a new scale of values. As he evaluates his teachings, his administrative responsibilities, his professional-advancement

program, he will probably find that a considerable part of his time and effort has been devoted to relatively non-essential matters—matters that contribute very little, if anything, to our common defense through the strengthening of our economic security.

Let none of us feel that, because of the seeming restrictions of the grade level on which we teach or of the subject matter of the courses we offer, there is little we can do to strengthen democracy through education.

Each one of us can do much, and the time has come when we must do much.

### *"—And Land It"*

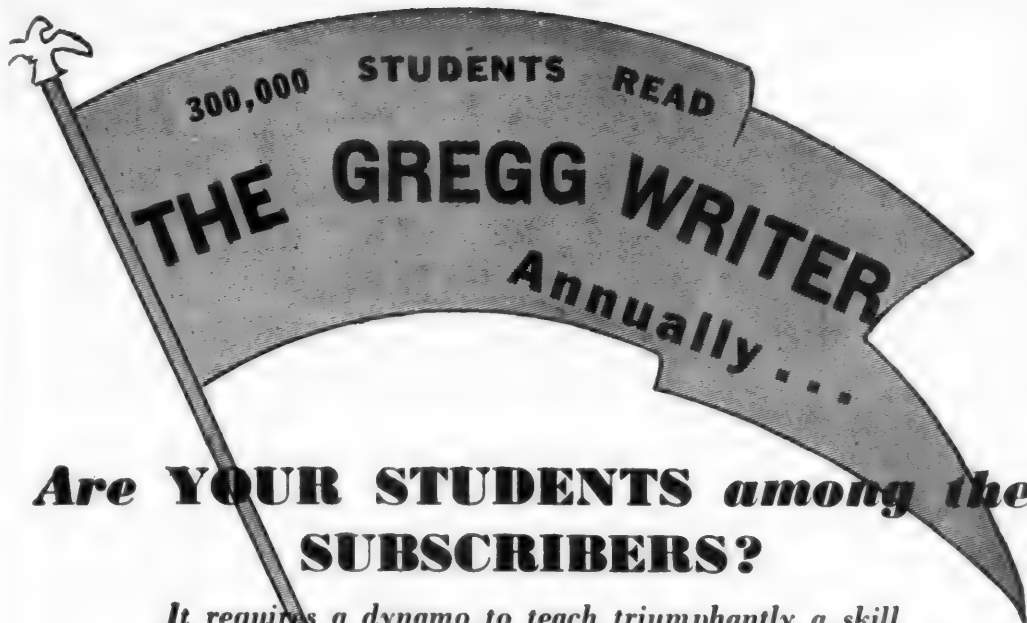
A contribution of lasting benefit—this expression describes the series "Pick Your Job—and Land It" by Sidney Edlund, which has run through all ten of this year's issues of the B.E.W.

The articles have been reprinted and distributed widely by high schools, colleges, boys' clubs, and Government agencies.

Before your graduates go out to get the job for which you have prepared them, do not fail to add that all-important finishing touch to your instructions and admonitions which will enable them to *land it*.

A rereading of the Edlund series to all your student job-seekers before school closes will pay quick dividends.

<sup>1</sup> Educational Policies Commission, 1201 Sixteenth Street, N. W., Washington, D. C. 50 cents.



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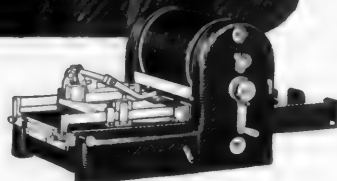
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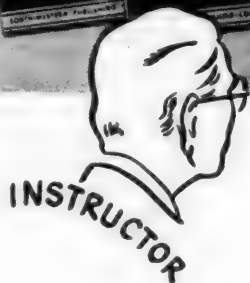
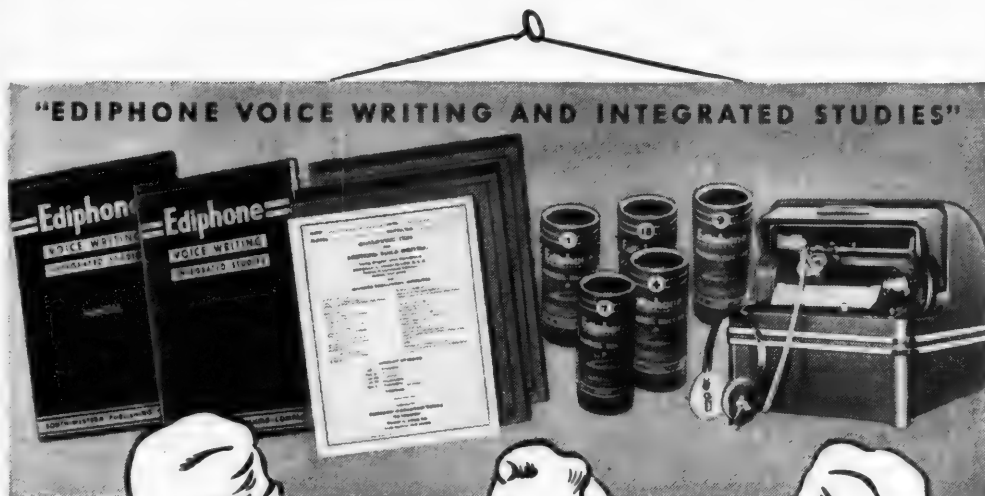
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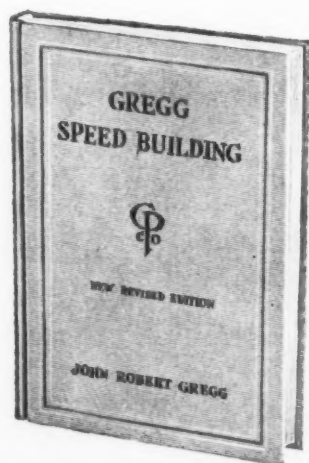
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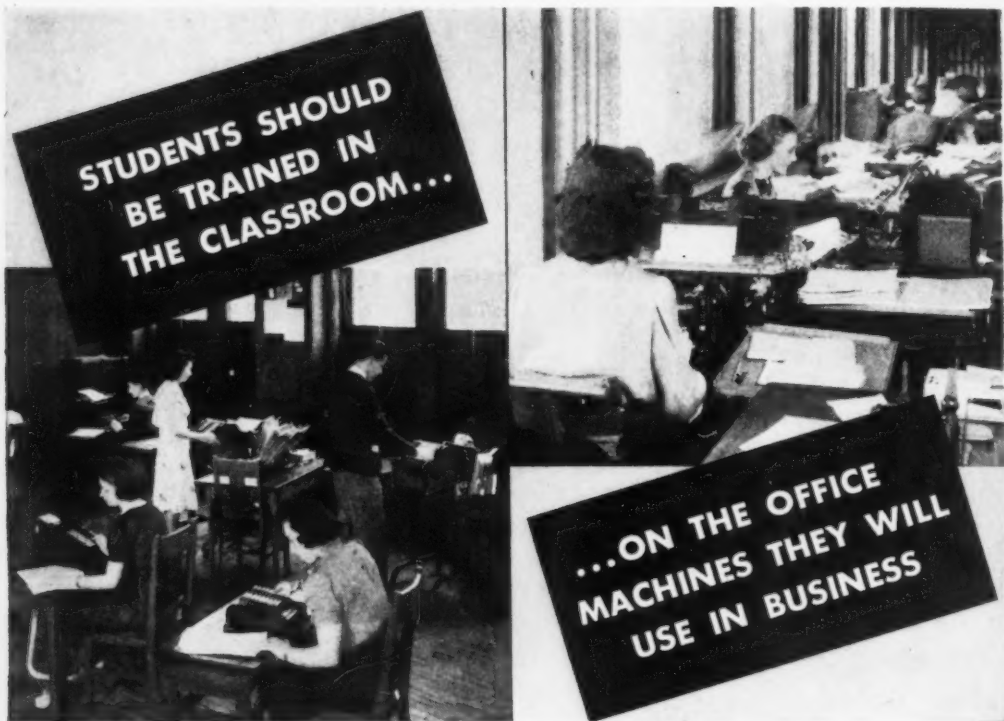
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